

Newtown Public Schools
Evaluation and Support Plan
2015-2016



Teacher

Newtown Board of Education
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INTRODUCTION

Growth and learning for all is of paramount importance to The Newtown Public Schools. This plan represents the balance of high expectations and high level of support to reach those expectations.

Through a long-term, collaborative effort that included all stakeholders, an instrument was created that reflected our commitment to clearly defined expectations; an emphasis on reflection, feedback, and discussion; input in the evaluation process from students, parents, and peers; and a focus on improving student learning.

PROFESSIONAL GROWTH PLAN BELIEFS

Student Learning

We believe that all students will excel in a rigorous environment with targeted outcomes that reflect the unique needs of every learner.

We believe that education is a shared responsibility that requires persistence and effort of students, teachers, parents, and community.

Teaching

We believe that teachers have a responsibility to challenge students to take appropriate learning risks, to inspire students to take ownership of their learning, and to provide a variety of opportunities to support student learning both within and beyond the classroom.

We believe that continuous improvement requires critical reflection, peer collaboration, investment in student growth, and the courage to change.

Professional Growth Plan

We believe that the Professional Growth Plan should meet the needs of all teachers and supervisors through clear indicators of effective professional practice, multiple measures of teaching and learning, shared accountability for student performance, and meaningful discourse among practitioners.

We believe that the systemic implementation of the Professional Growth Plan inspires and supports continuous improvement, provides opportunities for professional growth and leadership, and promotes excellence in teaching and learning.

OVERVIEW

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

1. **Teacher Practice:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) Observation of teacher performance and practice (40%) as defined in the Connecticut Framework for Teacher Evaluation and Support which articulates four domains and eighteen components of teacher practice.
 - (b) Completion of teacher action steps toward achievement of parent feedback school-wide goal (10%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.

2. **Student Learning:** An evaluation of teacher contributions to student academic progress, at the classroom and school level. This focus area is comprised of two categories:
 - (a) Student growth and development (45%) as determined by the outcome of a teacher’s student learning objectives (SLOs), measured by Indicators of Academic Growth and Development (IAGDs).
 - (b) Completion of teacher action steps toward achievement of student feedback school-wide goal (5%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.

	Components	Composition of Goal	Outcome Determined By
Teacher Practice Indicators (50%)	Performance and Practice (40%)	Teacher chooses an area within his/her teaching on which to focus and reflect upon practice. Previous input from evaluator can help determine that focus.	Evaluator’s observations and ratings based on the Newtown Public Schools Domains of Good Teaching
	Parent Feedback (10%)	School-wide parent goal set by administrator based on outcomes of previous year’s spring <i>Comprehensive School Climate Inventory</i> © (or comparable survey)	Evidence of completed teacher action steps
Student Learning Indicators (50%)	Student Learning Objective(s) (45%)	1-4 mutually agreed upon Student Learning Objectives (SLOs)	If 1 SLO, at least 2 (IAGDs) are required. If more than one SLO, at least 1 IAGD is required per SLO.
	Student Feedback (5%)	School-wide student goal set by administrator based on outcomes of previous year’s spring <i>Comprehensive School Climate Inventory</i> © (or comparable survey)	Evidence of completed teacher action steps

Components That Determine Annual Teacher Summative Rating

Annual summative ratings are aligned to one of four performance designations: Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- 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

“Performance” is determined by progress towards mutually agreed upon indicators and demonstrated through presentation of evidence.

DEFINITION OF COMPONENTS

Teacher Practice Indicators

The Teacher Practice Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

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

Component #1: Performance and Practice (40%)

The Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development need and to tailor support to meet those needs.

Evaluators will use the *Newtown Domains of Good Teaching Rubric* for teachers and the *Student and Educator Support Specialist (SESS) Practice Framework - CCT Rubric for Effective Service Delivery 2015*.

Observation Process

Over the course of a school year, each teacher should be observed through both formal and informal observations as defined below.

- **Formal:** Scheduled in-class observations that are at least 30 minutes in duration and are followed by a post-observation conference, and include written and verbal evaluator feedback
- **Check-ins:** Informal observations, typically unannounced, that are at least ten minutes in duration and are followed by written evaluator feedback. Post-conference for a Check-In may be held at the request of the teacher or evaluator.
- **Reviews of practice:** Non-classroom observations that include but are not limited to: observations of Professional Learning Community (PLC) meetings, observations of coaching/mentoring other teachers, reviews of student work or other teaching artifacts.

PLEASE NOTE: Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.

All observations must be followed by feedback within a timely manner. In general, it is expected that feedback occur within 5 business days.

Pre- and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional in certain phases of the plan.

Post-conferences provide a forum for reflecting on the observation against the *Newtown Domains of Good Teaching Rubric* or *SESS Rubric* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. However, certain aspects of the observation process lend themselves to specific domains. Classroom observations generally provide the most evidence for Domains 2 and 3, Pre- and Post-Conferences for Domains 1 and 4 and Reviews of Practice for Domain 5.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings on observed indicators of the appropriate rubric;
- Commendations and recommendations on observed practice as related to the rubric;
- Next steps and supports to improve teacher practice;
- Follow-up, if necessary.

Performance and Practice Focus Area

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and will guide observation and feedback conversations throughout the year. Focus areas may be school-wide or grade-specific focus areas aligned to a particular indicator (i.e. Indicator 3b. *Discussion and Questioning Techniques*).

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are *not* explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Performance and Practice component.

Component #2: Parent Feedback (10%)

Feedback from parents will be obtained annually and be used to help determine the remaining 10% of the Teacher Practice Indicators.

The process for determining the parent feedback rating includes the following steps:

1. Each school will administer the *Comprehensive School Climate Inventory* © (developed by the National School Climate Center) each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level parent goals based on the survey feedback, and other related data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher's summative rating, based on four performance levels.

Performance Levels:

The Parent Feedback Rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4) – All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.

Met (3) – All of the action steps identified in the goal-setting process have been fully implemented.

Partially Met (2) – All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.

Did Not Meet (1) – Few or none of the action steps identified in the goal-setting process have been implemented.

Student Learning Indicators

Student Learning Indicators are designed to measure a teacher's impact on student growth and development. Teachers will develop student learning objectives and identify the means by which those objectives will be measured. Two components comprise this category:

- Student Learning Objective(s), which counts for 45%
- Student Feedback, which counts for 5%

Component #3: Student Learning Objective(s) (SLOs)

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student progress or mastery.

SLOs will serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. SLOs may be developed in consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The steps of the SLO development process are described in detail below.

Step 1: Review the Data

This first step in this process begins with reviewing school/district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of data to review:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Previous grades in same/similar content area
- Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and/or 504 plans for students with identified disabilities

It is important that the teacher understands both individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

Step 2: Set the SLO

SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. An SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning, at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Examples of SLOs:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
8th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 3: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. If a teacher chooses to create one SLO, he/she must include at least two IAGDs. If more than one SLO is created, then each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and an additional IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. If a standardized assessment is not available in a specific content area, the teacher will measure the SLO using non-standardized assessments for their IAGDs.

The process for assessing student growth using multiple indicators of academic growth and development must be developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester courses).

First half (22.5%) of the IAGD:

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met 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 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. For the other half (22.5%) of the indicators of academic growth and development, a minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.) and a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute-resolution procedure. NOTE: For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval.

For the other half (22.5%) of the IAGDs:

- a maximum of one additional standardized indicator, if there is mutual agreement;
- a minimum of one non-standardized indicator

Standardized assessment is characterized by the following attributes:

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

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the initial examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

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

Step 4: Provide Additional Information

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

- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 5: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

Step 6: Monitor Students Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year, and particularly during the Mid-Year Conference with Evaluator. SLOs can be adjusted during the Mid-Year Conference if there is a substantial change from when the SLOs were set, such as a change in teaching assignment or a significant shift in the student population. Any changes to the SLOs must be mutually agreed upon by the evaluator and the teacher.

Step 7: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

Exceeded (4) - All or most students met or substantially exceeded the target(s) contained in the indicator(s).

Met (3) - Most students met the target(s) contained in the indicators within a few points on either side of the target(s).

Partially Met (2) - Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.

Did not Meet (1) - A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

If there is only one SLO, the final rating is the outcome for that SLO. If more than one SLO was created, the final rating is an average of their two (or more) SLO scores. For example, if one SLO was “Partially Met” for a rating of 2, and the other SLO was “Met” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the Student Growth and Development rating will be shared in advance of and discussed with teachers during the End-of-Year Conference.

Averaged Domain-Level Score

SLO 1 2

SLO 2 3

Student Growth and Development Rating 2.5

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher’s student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher’s final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Component #4: Student Feedback (5%)

Feedback from students will be obtained annually and be used to help determine the remaining 5% of the Student Learning Indicators.

The process for determining the student feedback rating includes the following steps:

1. Each school will administer the *Comprehensive School Climate Inventory* © (developed by the National School Climate Center) each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level student goals based on the survey feedback and other relevant data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher’s summative rating, based on four performance levels.

The Student Feedback Rating reflects the degree to which a teacher successfully reaches his/her student goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4) – All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.

Met (3) – All of the action steps identified in the goal-setting process have been fully implemented.

Partially Met (2) – All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.

Did not Meet (1) – Few or none of the action steps identified in the goal-setting process have been implemented.

SUPPORT AND DEVELOPMENT

When paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to, and support, exemplary practice.

Process

Evaluators and learners will participate in three conferences during the school-year. The purposes of the conferences are to assist the learner in setting rigorous but attainable goals, provide appropriate feedback and support (including additional learning opportunities), and reflect on how learning was impacted by the teacher’s actions.

1. Goal-setting Conference (by October 31): Review of goals and action plans, recommendations and

- mutually agreed upon adjustments to goals and action plans if warranted.
2. Mid-Year Conference (by February 15): Reflection, review of progress on goals and action plans, opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments to goals and action plans if warranted.
 3. End-of-Year Conference (within 15 days of the last day of school): Teacher Self-Assessment and Reflection; Recommendations and Commendations and Final Summative Rating provided by evaluator determined by June 30th which can be adjusted by September 15th if needed.

Evaluation-Based Professional Learning

Newtown teachers will identify their professional learning needs in mutual agreement with his/her evaluator based on conversations throughout the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Recommendations or requests for professional development will be accommodated through the use of several district resources. Newtown educators will have access to at least one online vendor (e.g. BloomBoard) to offer online professional learning. In-house professional development will be offered for new district initiatives. The district will support attendance at professional organization workshops and regional conferences. The district Professional Learning Committee will develop and administer surveys to determine professional development needs across the district and organize in-district presentations (including technology integration, etc.)

Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for the administrator (or evaluator) to create an individual teacher improvement and remediation plan. The plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

- Identify resources, support and other strategies to be provided to address documented deficiencies
- 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 include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

The Newtown Teacher Growth Plan further delineates the steps of this process in the Intensive Supervision Phase, developed according to district philosophy and legislative requirements.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in building confidence in the Teacher Growth Plan and in building the capacity of all teachers. Examples of such opportunities are: observation of peers; mentoring early-career teachers; leading Professional Learning Communities; and focused professional development based on goals for continuous growth and development.

ANNUAL ORIENTATION PLAN

High-quality teaching is imperative for student success. Newtown Public Schools are committed to supporting the professional growth of its educators in order to promote excellence in teacher practice as measured by research-based indicators identified with student success. As a learning community focused on continuous improvement for all, the district recognizes the importance of on-going review of classroom practice. District-wide conversations about teaching and learning must include a common understanding of best practice.

The Newtown Teacher Growth Plan identifies levels of teaching performance and supports educators in attaining higher levels of practice. In order to achieve a culture of continuous improvement and the attainment of district goals, each educator must understand and adhere to the beliefs and process of the professional growth plan.

Current Staff

An overview of the Newtown Teacher Growth Plan will be presented to all teachers by principals at the first or second faculty meeting of the school year. Highlighted components of the educator professional growth plan will include plan beliefs, terminology, phases, and levels of performance.

New Staff

All new staff will attend a one-week induction experience during the month of August. In addition to various topics relevant to district orientation, the NPS Teacher Growth Plan and educator responsibilities are an important part of the agenda. Each staff member will be trained in and familiarized with the NPS Teacher Growth Plan.

Annual Induction

At the onset of each school year, each certified staff member, with his/her evaluator, will review the appropriate phase that will direct his/her professional experience for the school year.

EVALUATOR PROFICIENCY

All evaluators of Newtown certified staff must be trained in the Newtown Teacher Growth Plan. There will be an annual training session(s) held each summer. During the school year, evaluators will regularly engage in calibration exercises. There will be an annual calibration performance activity. There will be an understanding of how rubrics are being used during observations so evaluations look the same and certified staff receives similar feedback.

If an evaluator does not demonstrate competency, the superintendent will develop a plan for the evaluator to achieve competency. Newtown evaluators will employ professional development opportunities, possibly including CT State Department of Education training, in addition to instructional rounds, and professionally-produced videos of classroom lessons to continually develop and improve evaluator feedback to teachers.

PHASES OF TEACHER GROWTH PLAN

Introduction

The Newtown Public Schools Teacher Growth Plan recognizes that there are stages of development in the career of an educator. At different levels, different types and amount of support are needed, and some performance expectations (e.g. team participation) vary. Each level – Induction Phase, Professional Growth Phase, Developing Growth Phase and Intensive Supervision Phase – includes a clear description of performance expectations, a timeline for events, and a list for teachers and evaluators to easily keep track of required elements.

Implementation

All teachers will be observed a minimum of 3 (two) times, depending on their associated phase, and will include a combination of formal, informal, announced and unannounced observations, as indicated in the table below.

Phase	Definition of Phase	Formal In-Class Observations	Check-ins (Informal, In-class Observations)	Review of Practice* (Non-Classroom Observations)
Induction Phase	All first and second year teachers in NPS	A minimum of 3; two of 3 include a preconference and all include a post conference	A minimum of 1	None required
Professional Growth Phase	Teachers in Year 3 or beyond with a Proficient or Exemplary rating in the previous year	A minimum of 1 formal in-class observation no less frequent than every 3 years	A minimum of 1 in the year of a formal observation; a minimum of 3 if in all other years	One per year
Intensive Supervision Phase	Teachers in Year 3 or beyond with Developing or Below Standard rating in the previous year.	A minimum of 3; two of 3 to include a preconference and all to include a post-conference	A minimum of 1 to include post-observation conference	One per year

Induction Phase

Who: All teachers who are new to the Newtown Public Schools will enter the Induction Phase and remain in this phase for two years.

Support: All new teachers will be assigned a primary evaluator and a district mentor (who will also serve as the TEAM mentor for those in TEAM) who will help clarify and model behavior that is consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. All teachers will participate in the Newtown Public Schools new teacher induction program within one year of hire.

Focus: Collaboration with formal and informal mentors, evaluator(s), and team(s) to develop their skills as a Newtown Public Schools' teacher.

Process: Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Induction Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals: a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. It is strongly recommended that teachers in Induction Phase opt to develop one (1) SLO with two (2) IAGDs in addition to the parent and student feedback goals. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

Observations: Induction Phase teachers will be evaluated with a minimum of three Formal Observations and at least one Check-In (informal in-class observations) during each year of this phase. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

Formal Observations: Induction Phase teachers will have three Formal Observations. A Formal Observation is a scheduled in-class observation lasting at least 30 minutes. Two of these observations will be completed before February 1. A third observation will occur by March 15.

Prior to *two* Formal Observations, the teacher will complete the Pre-Observation Form and share it with his/her evaluator prior to the Pre-Observation Conference. The Pre-Observation Conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for a Pre-Observation Conference for all subsequent observations will be determined by the evaluator.

Post-Observation Conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Induction Phase teachers will complete and share the Post-Observation Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. If needed, additional formal and informal observations may be scheduled by the evaluator.

Check-ins: Induction Phase teachers will have at least one Check-In. A Check-In is an unannounced in-class observations lasting at least ten minutes. At least one Check-In must be completed by April 1. The evaluator will provide timely feedback to the learner for Check-Ins. A post-conference may be requested by either the evaluator or teacher following a check-in. **NOTE:** Check-Ins may take place prior to the Goal-Setting Conference.

Peer Observations: The Induction Phase teacher will conduct at least two (2) visits to classrooms of teachers in his/her team, grade level, or subject area (not including visits to mentor's classroom), complete a reflection of the observed lesson (Peer Observation Teacher Reflection), and discuss it with his/her mentor.

Mid-year Conference: Induction Phase teachers will have a Mid-Year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plans, areas of strength, areas of potential growth and means of additional support, if needed. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of student learning goals, if warranted.

Professional Expectations: All Induction Phase teachers are expected to participate in Professional Learning Communities (PLCs) with his/her team as associate members. Attendance and participation at all meetings is expected, but the Induction Phase teachers will have responsibility for only the needs of his/her classroom.

End-of-Year Conference: Induction Phase teachers will complete the End-of-Year Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the End-of-Year Teacher Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the End-of-Year Conference so that they may review it ahead of time. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the End-of-Year Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section. The evaluator must include agreed upon Next Steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement.

Induction Phase Chart

By October 10*	Goal-Setting Form shared with evaluator
By October 31	Goal-Setting Conference with evaluator
Before January 1	Peer Observation #1 (includes discussion with mentor)
Before February 1	<p>Formal Observations #1 and #2</p> <p>Before the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator <p>After the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Post-Observation Lesson Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator • Evaluator Feedback shared with teacher
Before February 15	<p>Mid-Year Conference</p> <ul style="list-style-type: none"> • Share Supporting Documents (data and evidence related to goals) with evaluator prior to conference • Be prepared to discuss suggested questions for Conference
Before March 15	<p>Formal Observation #3</p> <p>Before the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator <p>After the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Post-Observation Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator • Evaluator Feedback shared with teacher
Before April 1	<p>At least one Check-In by evaluator</p> <ul style="list-style-type: none"> • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or
Prior to End-of-Year Conference	<p>Share Supporting Documents (data and evidence related to goals) with evaluator</p> <p>Complete and share End-of-Year Teacher Self-Assessment and Reflection</p> <p>Review Final Summative Worksheet shared by evaluator</p>
Before April 1	End-of-Year Conference (may be satisfied by mid-year conference by consent of teacher and evaluator)
Before April 15	<p>Receive and review End-of-Year Evaluator Feedback</p> <p>Share Teacher Comments (optional)</p>
Before June 1	Peer Observation #2 (includes discussion with mentor)
Before June 1	Share Additional Supporting Documents (end-of-year data and additional evidence related to goals) completed

*Check-ins may take place prior to October 10th

Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

Professional Growth Phase

Who: Teachers who are in their third year or beyond with a Proficient or Exemplary rating in the previous year.

Support: All teachers will be assigned a primary evaluator who will help monitor and support professional practices that are consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. Teachers will continue to collaborate with Professional Learning Communities at the school and/or district level.

Focus: To promote ongoing professional growth that will build Newtown Public Schools' capacity to improve student achievement.

Process: Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Professional Growth Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals: a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

Observations: Professional Growth Phase teachers will be evaluated with a minimum of one Formal Observation no less frequently than once every three years and a minimum of one Check-In and one Review of Practice every year. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

Formal Observations: Professional Growth Phase teachers will have a minimum of one Formal Observation no less frequently than once every three years. A Formal Observations is a scheduled in-class observation lasting at least 30 minutes. Formal Observations will be scheduled to take place prior to April 1.

Prior to a Formal Observation, the teacher will complete and share the Pre-Observation Form. Pre-Observation Conferences will be held at the request of either the teacher or the evaluator, but are not mandatory.

Post-Observation Conferences will be held to reflect on and discuss the observation. Prior to this conference, Professional Growth Phase teachers will complete and share the Post-Observation Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. Additional Formal Observations may be scheduled at the request of the evaluator.

Check-ins: Professional Growth Phase teachers will have at least one Check-In in years in which a Formal Observation is conducted; there will be at least three Check-Ins in all other years. Check-Ins are typically unannounced in-class observations lasting at least ten minutes. At least one Check-In will occur prior to December 1st, if no Formal Observation is scheduled to take place. Otherwise, all Check-Ins must occur by May 15th. The evaluator will provide timely feedback to the learner for check-ins. A post-conference may be requested by either the evaluator or teacher following a check-in. **NOTE:** Check-Ins may take place prior to the teachers submitting goals.

Reviews of Practice:

A Review of Practice is a non-classroom observation that may be made while a teacher is participating in duties other than teaching. Examples include, but are not limited to, participation in a team meeting or PLC, parent meeting, parent-teacher conferences, PPTs, review of student work or other teaching artifacts.

Mid-Year Conference:

Professional Growth Phase teachers will have a Mid-Year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plans, teacher's role as a member of a PLC, teacher's professional contributions to the school and/or district, areas of strength and areas of potential growth. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of student learning goals, if warranted.

Professional Expectations:

It is expected that Professional Growth Phase teachers will participate in regular, scheduled conversations about student achievement with PLCs, evaluators, or teacher leaders.

Teacher contributions will be demonstrated by participation in the following: TEAM Mentor, informal mentor, reflection paper reviewer, peer coach, classroom visits, peer observations, lesson study, national board certification, school or district committees, cooperating teacher, professional development presenter, curriculum writing, or other activities that contribute professional development of the organization.

Teachers will meet the supervision requirements of their appropriate professional organization.

End-of-Year Conference

Professional Growth Phase teachers will complete the Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the Teacher Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the year end conference so that they may review it prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section. The evaluator must include agreed upon Next Steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement.

Professional Growth Phase Chart

By October 10*	Goal-Setting Form shared with evaluator
By October 31	Goal-Setting Conference with evaluator Goals reviewed and approved by evaluator Goals signed-off on by teachers following Conference
By December 15	One Check-In by evaluator (in Year with no Formal Observation) <ul style="list-style-type: none"> • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or evaluator
Before February 15	Mid-Year Conference <ul style="list-style-type: none"> • Share Supporting Documents(data and evidence related to goals with evaluator prior to conference • Be prepared to discuss suggested questions for Conference
Before March 1	Review of Practice <ul style="list-style-type: none"> • Observation • Feedback shared by evaluator within 5 days
Before April 1	Formal Observation (if scheduled) Before the Lesson: <ul style="list-style-type: none"> • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator, if requested After the Lesson: <ul style="list-style-type: none"> • Complete and share the Post-Observation Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator
Before May 15	Remaining Check-Ins (total # dependent upon whether a Formal takes place) <ul style="list-style-type: none"> • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or evaluator
Before June 10	End-of-Year Conference Before the Conference: <ul style="list-style-type: none"> • Complete and share the Teacher Self-Assessment & Reflection Form • Evaluator completes and shares the Final Summative Worksheet During the Conference: <ul style="list-style-type: none"> • Final Rating Summative Worksheet is reviewed; mutually agreed upon adjustments may be made
Before the Last day of School	<ul style="list-style-type: none"> • Evaluator completes and shares Evaluator End-of-Year Feedback • Teacher signs-off on Conference

*Check-Ins may take place prior to October 10th

Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

Intensive Supervision Phase

Who: The district must provide a plan of individual educator improvement and remediation for educators whose performance is developing or below standard OR for any educator experiencing performance problems, designed in consultation with such educator and his/her exclusive bargaining representative.

Support: Primary evaluator, other district professionals or members of the school-based or district team

Focus: The purpose of the Intensive Supervision Phase is to provide support and assistance to help teachers meet the district's teaching standards. Teachers will be assigned to this level by their primary evaluator to correct identified performance problems. The Intensive Supervision Phase requires an Intensive Supervision Action Plan that addresses the specific performance problems of an individual teacher, clarifies performance expectations, and provides support in order to help the teacher address a pattern of performance problems. The Intensive Supervision Phase offers structure, clarity of purpose, and the needed support in order to help the teacher meet the mission, beliefs and goals of Newtown along with the Connecticut Common Core of Learning, Common Core of Teaching, and the K-12 Curriculum Goals and Standards. The Intensive Supervision Phase will be implemented for a period of 45 school days and may be extended for an additional 45 school days. The extension of the Intensive Supervision Phase, upon evaluator determination, will be based upon progress toward performance expectations. The plan should match the needs of the individual teacher, the school, and the district.

Prior to the initiation of the Intensive Supervision Phase, the primary evaluator will provide written notification to the teacher of specific areas of concern, resources available to the teacher to address these concerns, and a clearly defined timetable. Failure to correct the performance deficit(s) will result in placement on the Intensive Supervision Phase.

Process:

Component I: Definition of the Problem

The primary evaluator identifies the standard or standards the teacher is not meeting and for each standard describes the specific problem. Performance problems may include, but are not limited to: deficient knowledge of students, content, or pedagogy; poor lesson development, instruction, or assessment techniques; ongoing classroom management difficulties; ineffective or insufficient participation in PLCs; inability to exhibit adequate professional practice; poor attendance; survey results; or deficiencies in other aspects of the Connecticut Common Core of Teaching/job description.

For each problem, the evaluator will describe in writing the data that was used to verify the problem. Sources may include, but are not limited to: teacher observation, parent or student reports, student learning data, examination of teaching materials, poor attendance, repeated tardiness, continued lack of attention to deadlines, or being non-responsive to requests for information. The teacher may review this written summary and submit a written response to be included in his or her personnel file.

Component II: Intensive Supervision Action Plan

The teacher designs an Intensive Supervision Action Plan in collaboration with the evaluator. The plan will clearly outline the desired outcome(s) or behavior(s) and the intervention strategies designed to address the problem. The Intensive Supervision Action Plan will be in place for 45 school days.

The Intensive Supervision Action Plan will include:

- Clear statement of deficit(s)

- Record of assistance provided to date
- Statement that the teacher has the right to submit a written response for inclusion in personnel file
- Timeline
- Objectives
- Source(s) of evidence of improvement
- Resources and support

The Intensive Supervision Action Plan objectives will be clear, specific, and in response to a pattern of behavior outlined by the evaluator in the written summary. An objective will be written for each identified problem or the Connecticut Common Core of Teaching Standard(s) that is (are) identified as deficient. The evaluator, with input from the teacher, will determine the number of objectives to be addressed simultaneously. If the defined period of the Intensive Supervision Action Plan includes the end of the school year, the plan will include a teacher reflection, an end-of-year conference, and a written summative evaluation.

For each standard in need of improvement, the teacher and evaluator will outline the data or evidence of improvement that needs to be collected. Multiple data sources will need to be collected in order to demonstrate evidence of improvement. Other professionals, such as central office staff, content specialists, department heads, and other teachers may be called upon at the request of the teacher or evaluator to provide assistance.

For each standard in need of improvement, the teacher and evaluator will identify appropriate resources and support. These supports might include, but are not limited to: peer support, professional development, professional reading, peer observations, reflective journal, videotaping of lessons, etc.

The final written Intensive Supervision Action Plan will be provided to the teacher. Copies will be provided to the Superintendent for the teacher's personnel file, and to the evaluator.

In the event that the teacher and evaluator cannot agree on the specific steps of the Intensive Supervision Action Plan, each teacher or evaluator will prepare an Intensive Supervision Action Plan and will meet within 3 school days in a final attempt to reach a collaborative agreement. If no agreement is reached, a team consisting of the teacher and a representative of the teacher's choice, the evaluator and a representative of the evaluator's choice, and the Superintendent or Assistant Superintendent will convene within 5 school days to determine the specific steps of the Intensive Supervision Action Plan.

Component III: Evaluation

Upon the end of the established timeline, the evaluator will write an Intensive Supervision Action Plan Evaluation indicating whether the teacher has met the plan's objectives and outlining the next steps in the teacher's evaluation process. There are four possible judgments:

- A. The problem is satisfactorily addressed and the teacher returns to the Professional Growth Phase.
- B. The problem has been partially addressed, but the Intensive Supervision Action Plan needs to be continued with some modifications.
- C. The initial problem is addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Supervision Action Plan.
- D. Little to no improvement has been noted, and the evaluator must decide on the next steps that may include more intensive assistance or termination.

Prior to all formal observations, the teacher will complete the Pre-Observation Form. For formal observations, a pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time the conference will determine the focus of the observation. For both formal and informal observations, a post-observation conference will be held to reflect on and discuss the achievement of goals. Prior to each conference, teachers on the Intensive Supervision Phase will complete the Post-Observation Lesson Reflection form to be shared with their evaluator. Written Post-Observation Reports will be submitted to the teacher on the day of the post-observation conference.

Additional formal and informal observations may be conducted at any time throughout the intensive supervision phase.

Intensive Supervision Phase Chart

Any time during school year	Written notification of potential placement on Intensive Supervision Phase including: <ul style="list-style-type: none"> • documentation of identified deficits • suggested resources for support
30 days after notification of potential placement on Intensive Supervision	Written notification of change of evaluation phase to Intensive Supervision if needed
Before 5 school days into the Intensive Supervision Phase	Finalize Intensive Supervision Action Plan (done collaboratively by teacher and evaluator)
Within 10 school days into the Intensive Supervision Phase	Formal observation #1 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 20 school days into the Intensive Supervision Phase	Formal observation #2 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 30 school days into the Intensive Supervision Phase	Formal observation #3 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 45 school days into the Intensive Supervision Phase	Decision by evaluator whether or not to extend Intensive Supervision for additional 45 days

EVALUATION COMMITTEE/CONFLICT RESOLUTION

The right of appeal is a necessary component of the evaluation process and is available to every professional educator at any point in the evaluation process. It is expected that most disagreements will be resolved informally between the evaluator and the teacher. The purpose of the appeal process is to secure fair solutions to problems or disagreements, which from time to time may arise. Problems may be related to procedural concerns within the evaluation process., such as where the evaluator and the teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan. An appeal will not be considered if it relates only to the content or substance of the evaluation. An appeal must relate directly to specific areas, sections, and/or procedures of the Professional Growth Phase or Intensive Supervision Phase.

If the need for an appeal occurs, the teacher must submit a written appeal request to the Assistant Superintendent. The Assistant Superintendent will contact the evaluator and teacher within five (5) school days of receiving the appeal to arrange an Appeal Committee review. The Appeal Committee will schedule a joint meeting with both the evaluator and teacher within ten (10) school days of the receipt of the appeal.

When an appeal is submitted to the Assistant Superintendent, the following will occur:

- A. An Appeal Committee (3 members) will be formed by the Assistant Superintendent. The teacher will select one member, the evaluator will select one member and a mutually-agreed upon third member will be selected. If the teacher and evaluator cannot mutually agree on a third member, the third member will be appointed by the superintendent. A Chairperson of the Appeals Committee will be appointed.
- B. The Appeal Committee will meet with the evaluator and teacher. Both parties will have the opportunity to present concerns.
- C. Following the Appeal Committee meeting, the Appeal Committee will reach consensus regarding recommendations. The Chairperson of the Appeal Committee will prepare written recommendation(s) and present the recommendations in writing to both parties within five (5) school days of the decision.
- D. If consensus is not reached by the members of the Appeals Committee, the superintendent of schools will decide the outcome.

[Type text]

FORMS

Goal-Setting Form (1 OF 2 pgs.)

Student Learning Objectives*

Please respond to the following prompts for each SLO:

Student Learning Objective (SLO)

What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

Standards and Learning Content

What are the standards connected to the learning content?

Baseline Data

What is the baseline data related to this SLO? How does the data support the SLO?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets (Must have two if only one SLO)

What are the quantitative targets that will demonstrate achievement of the SLO?

Student Population

Who are you going to include in this objective? Why is this target group selected?

Interval of Instruction

What is the time period that instruction for the SLO will occur?

Progress Monitors

How will you measure progress of the SLO?

Instructional Strategies

What methods will you use to meet this SLO? What professional learning or supports will you need to achieve this SLO?

[Type text]

[Type text]

Goal-Setting Form (2 OF 2 pgs.)

Student Feedback

Student Feedback Goal

What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps

What steps will you take to help achieve this goal for our school?

Evidence

What types of evidence will you collect to substantiate you fulfilled the steps identified?

Parent Feedback

Parent Feedback Goal

What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps

What steps will you take to help achieve this goal for our school?

Evidence

What types of evidence will you collect to substantiate you fulfilled the steps identified?

Performance and Practice Focus Area

Reflecting on your previous experience and evaluations, chose an area within your professional practice that you would like to further develop. Share why you have selected this as a focus area, including how improvement will lead to greater student achievement. Please describe what types of support you will need, including any professional development you would like to pursue.

***The Goal-Setting Conference will be signed off by both the teacher and evaluator.**

[Type text]

[Type text]

Pre-Observation Form

The Pre-Observation Form must be completed and shared with the evaluator prior to the Pre-Observation Conference. If there is no Pre-Observation Conference scheduled, it must be shared in advance of the actual observation.

Lesson Objective(s):

List the instructional objective(s) of this lesson.

Content Alignment

Explain how the objective(s) align with the CCSS, CCT and/or district curriculum.

Differentiation

Describe how differentiation of instruction has been incorporated into your lesson plan. (To help, Newtown's Taxonomy is provided in Appendix A)

Assessment

Describe how you will know if your students achieved the stated objective(s) of the lesson.

Instructional Strategies

How will you know if students have achieved the lesson objective(s)?

Focus Area(s) for Observation

List anything that you would like the evaluator to look for during the observation. This may be tied to instructional practice focus areas established in the beginning of the year.

[Type text]

Post-Observation Reflection Form (Teacher)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

If you made changes or adjustments during your lesson, what were they and what led you to make them?

To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Upload student work or assessments from the lesson prior to the Post-Conference.)

In our pre-conference we discussed students requiring differentiated instruction. Briefly describe what you observed about the performance of the students for whom the instruction was differentiated.

What have you learned from this lesson or others that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?

Post-Observation Reflection Form (SESS)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about the observed area of professional practice (Ex: classroom lesson, social skills group, coping skills group), which strategies were most effective in helping students progress? What evidence is there that supports your conclusion?

If you made changes or adjustments during the observed area of professional practice, what were they and what led you to make them?

To what extent were the intended outcomes achieved? What evidence supports your conclusion? (Upload supporting documents if applicable)

{ ONLY APPLICABLE IF A LESSON WAS OBSERVED }

Briefly describe what you observed about the performance of students for whom you differentiated instruction.

What have you learned from this observed area of professional practice that will impact your planning/approach for the future - either in terms of your professional skills or in addressing student needs? In reflecting on the observed area of professional practice would you do anything differently and why?

Post-Observation Evaluator Feedback

Evaluator will complete this form following the Post-Observation Conference.

Commendations/Recommendations:

Text box for Response.

Next Steps:

Text box for Response.

Share with Teacher

Mid-Year Conference

In preparation for the Mid-Year Conference, evaluators should review the goals and objectives set at the beginning of the year, evidence from prior observations and/or reviews of practice, as well as any supporting documents shared by the teacher. They will then refer to the following conversation starters (for each component of the evaluation) to decide which questions are most appropriate. These questions will guide the discussion during the Mid-Year Conference; therefore, teachers should come prepared accordingly. Questions can be edited, deleted or added in order to make the Conference more meaningful. A scripting box is available for the evaluator to either type directly into while conducting the Mid-Year Conference or to complete following the Conference. Information from the Conference can be tagged. Evaluators should review any artifacts or self-assessments that the learner has provided ahead of time and decide which questions are most appropriate. *No rating is provided at this time.*

45% Student Learning Objectives

- How are students progressing toward the IAGDs you've set for their learning this year?
- What evidence/data do you have to support your thinking about student progress?
- Are some students demonstrating more progress than others?
- Tell me what we have to celebrate. What might explain the successes you've documented?
- Tell me about your challenges. What might explain slower progress than you expected?
- As you look toward the end of the academic year, are the growth targets that you set at the beginning of the year attainable?
- Based on your current review of student progress, what are your plans for achieving your goals by the end of the year?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

40% Performance and Practice

- Tell me about your learning relative to your performance and practice area of focus.
- Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.).
- What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues?
- Let me share some of my observations with you. Let's talk about how I can assist you in making progress in your focus area.
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

10% Parent Feedback

- As you review your action steps for the parent feedback goal, what strategies/actions have you put into place that you expect to positively influence the school-wide goal?
- What evidence have you gathered to support your progress toward your parent feedback goal?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

5% Student Feedback

- As you review your action steps for the student feedback goal, what strategies/actions have you put into place that you expect to positively influence your expected outcome
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

Mid-Year Teacher Reflection (Optional)

Part I. Student Learning (45%)

Using the data you have collected so far, reflect on your students' progress towards the goals you established at the beginning of the year.

Text box for response.

Describe what progress you made in your performance and practice focus area(s) and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

Text box for response.

Part III. Parent Feedback (10%)

Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Text box for response.

Part IV. Student Feedback (5%)

Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Text box for response.

Share with Evaluator

Additional Evaluator Feedback (Optional)

Text Box for Scripting

End-of-Year Teacher Self-Assessment and Reflection Form

Part I. Student Learning (45%)

As you work on this section, you may find it helpful to open a new tab with the SLOs and IAGDs you set at the beginning of the year so you can refer to them. To do this: 1) Right click (2-finger click on Mac) your name in the black bar at the top of the page and select "Open Link in New Tab" 2) Scroll down and click the yellow sticky that says "Ready to plan your goals or SLOs?" 3) Click "Student Learning Objectives" at the top of the page.

Results of each SLO indicator (IAGD) with evidence

Provide your overall self-assessment of whether each SLO indicator (IAGD) was met (based on the results of your identified IAGD). Use the ratings: Did not meet, Partially met, Met, Exceeded or Does not apply. Upload evidence in Supporting Documents.



Describe what you did that produced the results for each SLO indicator (IAGD). Describe what you learned and how you will use the results going forward. Samples of evidence may be uploaded in Supporting Documents.



Describe what progress you made in your performance and practice focus area(s) throughout the year and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

Part III. Parent Feedback (10%)

Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Part IV. Student Feedback (5%)

Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Text box for response.

When you are ready, click the gear icon in the black bar above, select What's been shared?, and select Share next to Self-Assessment to make your responses visible to your observer.

***The End-of-Year Conference will be signed off by both the teacher and evaluator.**

End-of-Year Conference

Text box for scripting.

End-of-Year Evaluator Feedback Form

Part I. Final Rating Summative Worksheet

Evaluators will complete the Final Rating Summative Worksheet and share it with the teachers in advance of the end of year conference. Teachers will have the opportunity to review the worksheet prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so.

Part II. EOY Evaluator Feedback Form

Using the EOY Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary. The evaluator will include specific recommendations and suggested next steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement. Recommendations and next steps should be discussed and agreed upon with the teacher during the End-of-Year Conference.

Commendations/Recommendations:

Next Steps:

End-of-Year Teacher Comments (Optional)

Check-Ins

Text Box for Scripting

Review of Practice

Text box for scripting

Newtown Domains of Good Teaching

Domain I – PLANNING AND PREPARATION

- Knowledge of Students – The teacher demonstrates understanding of students’ prior knowledge, as well as students’ overall skills, knowledge, language proficiency, learning and special needs. Content instruction is at an appropriate level and is differentiated.
- Knowledge of Content/Pedagogy – The teacher possesses an appropriate level of content knowledge and understanding of the structure of the discipline. The teacher understands prerequisite relationships, can anticipate student misconceptions and develops effective strategies to overcome those misconceptions.
- Designing Coherent Instruction – The teacher uses district-approved materials. Units, lessons, and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems, and make real-world, career, or global connections.
- Designing Appropriate Assessment – The teacher selects and prepares diagnostic formative, progress monitoring, and summative assessments.

Domain II – CLASSROOM ENVIRONMENT

- Creating a responsive and respectful classroom environment – The teacher cultivates respect and rapport, teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests, and performance levels.
- Sharing Accountability and Responsibility – The teacher promotes student engagement in the learning process by sharing accountability with the students.
- Classroom Management (formerly Support Positive Behavioral Choices to Maximize Learning Opportunities) – The teacher appropriately manages, monitors, and adjusts instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources, and class routines.

Domain III – INSTRUCTION

- Repertoire, Activities, and Assignments – The teacher orchestrates highly effective strategies, materials, and groupings to engage and motivate the students.
- Instructional Materials/Resources – The teacher uses technological and digital resources strategically.
- Expectations for Learning – The teacher shows students exactly what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work.
- Discussion Techniques – The teacher encourages use of active learning strategies such as purposeful discourse and/or inquiry-based learning. The teacher demonstrates adept questioning and discussion techniques.
- Engagement, student roles, student participation – The teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students.
- Differentiation – The teacher uses differentiated instruction as well as flexible groupings and creative use of instructional materials to support students with learning difficulties, disabilities, gifts, and talents.
- Structure, Pacing, Nimbleness – The teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and to respond to student performance and engagement.
- Quality of Questioning – The teacher uses questioning techniques that encourage high-level cognitive activity among students and that capture the complexity of student learning across the hierarchy of cognitive skills.
- Communication – The teacher will support student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators.
- Support – The teacher assists in the identification of students in need of additional support or evaluation and makes the necessary referrals. The teacher assists in the development and implementation of individualized plans. (cont’d)

Domain III – INSTRUCTION (cont'd)

- Clarify, Explanation of Content, Use of Oral and Written Expression – The teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats.
- Tenacity, Persistence – The teacher demonstrates tenacity and persistence in following up with struggling students.

Domain IV – ASSESSMENT

- Monitoring of Student Learning – The teacher uses a variety of assessments that align with the learning objectives and which value the diversity of the ways in which students learn. The data thus collected will be used to monitor student progress, identify areas for reteaching, and plan future instruction.
- Feedback – The teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.
- Analysis/Reflection – The teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust teaching.

Domain V – PROFESSIONAL RESPONSIBILITY

- Continuous Improvement – The teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning.
- Collaboration – The teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate, student learning, instructional strategies, curricula, individual student success plans, and post-secondary and career exploration. The teacher is an active and contributing member of a Professional Learning Community.
- Communication – The teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher understands the legal rights of students with disabilities, their families, within the intervention, referral, and individualized educational plan process. The teacher uses communication technology in a professional and ethical manner, in keeping with school and district regulations.
- Conduct – Teachers conduct themselves as professionals in accordance with Connecticut's Code of Professional Responsibility for Educators. The teacher demonstrates honesty, ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.

RUBRICS

INTRODUCTION

The Newtown Public Schools define effectiveness as the ability to produce a desired outcome. In order to measure effectiveness in teaching, the committee started with the task of researching available teacher evaluation tools. The goal was to decide on a common language and understanding of effective instruction, and a valid and reliable method of evaluating teachers. The most well developed rubrics included Charlotte Danielson's (2007), Kim Marshall's (2010) and the Connecticut Common Core of Teaching (2010). The committee chose rubric strands from these three sources that best matched the Newtown belief system. A subcommittee organized all the strands into "Newtown's Vision of Good Teaching Domains." The rubric subcommittee developed rubrics using the three resources to facilitate teacher evaluation, promote teacher reflection on the domains and stimulate conversation about practice.

Subsequently, the State Department of Education provided rubrics for districts to use in measuring the effectiveness of student and educators support services (SESS) personnel. These rubrics are used for special education teachers, psychologists, school counselors, OT/PT and speech and language pathologists. Appendices B and C contain alternative evaluation materials for SESS personnel.

Domain I – Planning and Preparation

	Exemplary	Proficient	Developing	Below Standard
Knowledge of Students	Teacher displays extensive and subtle understanding of individual students’ skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is highly differentiated.	Teacher displays understanding of individual students’ skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is differentiated.	Teacher displays limited understanding of individual students’ skills, knowledge, language proficiencies and special needs, but displays knowledge only for the class as a whole. Whole class content instruction is at an appropriate level but not necessarily differentiated.	Teacher displays little or no understanding of individual students’ skills, knowledge, language proficiencies and special needs. Content instruction is not at an appropriate level and/or differentiated.
Knowledge of Content/Pedagogy	Teacher possesses extensive content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationship and can anticipate student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationships and can respond to student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses limited content knowledge but does not demonstrate an understanding of the scope and sequence.	Teacher had little or no content knowledge and does not demonstrate an understanding of the scope and sequence.
Designing Coherent Instruction	Teacher effectively uses district-approved units and materials. Lessons and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems and make real-world, career or global connections.	Teacher uses district-approved units and materials. Lessons and learning tasks are coherent. Students are engaged in the work of the discipline. Students have some opportunity to think critically and creatively and to solve problems.	Teacher generally uses district-approved units and materials. Lessons and learning tasks are evident but may lack coherence.	Teacher does not effectively use district-approved units and materials. Lessons and learning tasks are not coherent.
Designing Appropriate Assessment	Teacher designs and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher selects and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher inconsistently selects or prepares diagnostic, formative, performance, and/or summative assessments.	Teacher does not effectively select or prepare diagnostic, formative, performance, and/or summative assessments.

Domain II – Classroom Environment

	Exemplary	Proficient	Developing	Below Standard
Creating a Responsive and Respectful Classroom Environment	Teacher cultivates high levels of respect and rapport: teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is highly responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher cultivates respect and rapport: teacher to student and student to teacher. Behavioral expectations are stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher attempts to cultivate respect and rapport: teacher to student and student to teacher. Behavioral expectations are inconsistent. The classroom environment is somewhat responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher does not provide an environment that cultivates respect and rapport. Behavioral expectations are not clear and explicitly stated. The classroom environment is not responsive to or respectful of students with diverse backgrounds, interests and performance levels.
Sharing Accountability and Responsibility	Teacher consistently promotes student engagement and creates an environment where students take primary responsibility for their learning.	Teacher promotes student engagement and shares responsibility for the learning process with students.	Teacher attempts to promote student engagement in the learning process.	Teacher does not promote student engagement in the learning process.
Classroom Management	Teacher seamlessly manages, monitors, and adjusts transitions, all instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher manages, monitors, and adjusts transitions, most instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher inconsistently manages, monitors, and adjusts transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher does not consistently manage, monitors and adjust transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.

Domain III – Instruction for Active Learning

	Exemplary	Proficient	Developing	Below Standard
Instructional Techniques	Teacher strategically uses research based best practices and materials including technological and digital tools for instruction. The teacher consistently differentiates instruction and utilizes flexible groupings to support all students with learning difficulties, disabilities, gifts, and talents.	Teacher consistently uses best practices and materials including technological and digital tools for instruction. The teacher differentiates instruction and utilizes flexible groupings to support most students with learning difficulties, disabilities, gifts, and talents.	Teacher inconsistently uses best practices and materials including technological and digital tools for instruction. The teacher occasionally differentiates instruction and utilizes flexible groupings to support students with learning difficulties, disabilities, gifts, and talents.	Teacher does not use best practices and materials including technological and digital tools for instruction. The teacher rarely differentiates instruction or utilizes flexible groupings to support students with learning difficulties, disabilities, gifts,
Discussion and Questioning Techniques	Teacher strategically uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy. Students make unsolicited contributions pertinent to discussions.	Teacher uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy.	Teacher occasionally uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy.	Teacher does not use active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy.
Instructional Communication	Teacher consistently and extensively uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students specifically what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.	Teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides appropriate feedback.	Teacher attempts to use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher attempts to show students what is expected. Teacher provides general feedback.	Teacher does not use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher does not show students what is expected. Teacher does not provide feedback.
Engaging Students in Learning	Teacher skillfully varies student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students are highly engaged in learning and make meaningful contributions to the success of the class.	Teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students participate in classroom discussions and activities.	Teacher ineffectively varies student and teacher roles. Student participation is minimal or non-substantive.	Teacher does not vary student and teacher roles. Students are disengaged.
Flexibility and Responsiveness	Teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher demonstrates tenacity and persistence in following up with all struggling students.	Teacher adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher follows up with struggling students.	Teacher attempts to adapt lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher inconsistently follows up with struggling students.	Teacher does not adapt lessons or follow up with struggling students.

	Exemplary	Proficient	Developing	Below Standard
Monitoring Student Learning	Teacher selectively administers a variety of assessments that align with the learning objectives and which value the diversity of ways in which students learn. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers a variety of assessments that align with the learning objectives. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers assessments that may or may not align with the learning objectives. The data collected is ineffectively used to inform future instruction.	Teacher does not effectively administer assessments to monitor student progress and/or inform future instruction.
Feedback	Teacher supports student progress by explicitly and consistently communicating academic and behavioral performance expectations and results with all students, families, and other educators. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive to students.	Teacher supports student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides appropriate feedback to students.	Teacher supports student progress by inconsistently communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides general feedback to students.	Teacher does not provide feedback on student academic or behavioral performance with students, families, and other educators. Teacher does not provide feedback to students.
Analysis, Reflection and Support	Teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher individually analyzes and charts assessment data, draws conclusions, reflects on practice, and adjusts instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher collects and reflects on assessment data. Teacher implements goals and objectives of individualized plans.	Teacher does not collect and/or reflect on assessment data or instructional practice. Inconsistently implements goals and objectives of individualized plans.

Domain V – Professional Responsibility and Teacher Leadership

	Exemplary	Proficient	Developing	Below Standard
Continuous Improvement	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning. Teacher shares expertise with colleagues.	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning	Teacher displays limited reflection and self-evaluation and occasionally participates in professional development.	Teacher does not reflect or self-evaluate and participates in limited professional development.
Collaboration	Teacher collaborates with colleagues, administrators, students, and families to positively affect school climate and student learning, e.g., instructional strategies, curricula, and individual student success plans. The teacher is an active and contributing member of a Professional Learning Community both at the school and district level.	Teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is an active and contributing member of a Professional Learning Community.	Teacher occasionally collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is a member of his/her Professional Learning Community.	Teacher rarely collaborates with colleagues, administrators, students, and families, to affect school climate and student learning. The teacher is not a contributing member of his/her Professional Learning Community.
Communication	Teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher regularly uses communication tools professionally and ethically in keeping with district regulations.	Teacher communicates in a timely manner with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher uses communication tools professionally and ethically in keeping with district regulations.	Teacher inconsistently communicates with students and families. The teacher communicates in an ethical and professional manner. The teacher inconsistently follows district communication regulations.	Teacher rarely communicates with students and families. Communication with students and families may or may not be in an ethical and professional manner, and/or does not follow district communication regulations.
Conduct	Teachers conduct themselves as role models and professionals in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> . The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher’s regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> . The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher’s regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> .	Teacher does not consistently conduct him/herself in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> .
Contributions	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement at the district and building level.	Is a positive team player and contributes ideas, expertise, and time to improve the climate and learning environment of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.

SESS RUBRIC

**Common Core of Teaching (CCT) Rubric for Effective Teaching
Student and Educator Support Specialists (SESS)**

PLACEHOLDER:

SDE 2015-16 Version of SESS Rubric

APPENDIX A

Introduction to Rating Scale

(from SEED)

Evaluation and Support System Overview

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

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus is comprised of two categories:
 - a. Observation of teacher performance and practice (40%) as defined in Newtown's good vision of teaching Domains, which articulates the five domains of teacher practice.
 - b. *Parent (10%)* on teacher practice that is informed by surveys.
2. Student Learning Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs).
 - b. Student feedback (5%) as determined by student surveys.

Scores from each of the four categories will be combined (using the template in the next section) to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The performance levels are defined as: Exemplary: substantially exceeds indicators of performance; Proficient: Meeting indicators of performance; Developing: Meeting some indicators of performance but not others; Below Standard: Not meeting indicators of performance.

Effective vs Noneffective

Novice teachers shall generally be deemed "effective" if the educator receives at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "proficient" ratings in years three and four. The superintendent may offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect. Any novice teacher not meeting the "effective" criteria described above shall be considered "ineffective."

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time. A post-tenure teacher shall otherwise be deemed "effective".

Rating Scale

				<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Value</i>	<i>Subtotal</i>	<i>Factor</i>	<i>Final</i>	
				4	3	2	1					
Teacher Practice	10%	Parent Feedback	Progress toward goal on Parent Survey	Exceeded goal	Met goal	Partially met goal	Did not meet goal			0.2		
	40%	I	Knowledge of Students		4	3	2	1			0.16	
		I	Knowledge of Content/Pedagogy		4	3	2	1				
		I	Designing Coherent Instruction		4	3	2	1				
		I	Designing Appropriate Assessment		4	3	2	1				
		II	Creating a Responsive and Respectful Classroom Environment		4	3	2	1			0.16	
		II	Sharing Accountability and Responsibility		4	3	2	1				
		II	Classroom Management		4	3	2	1				
		III	Instructional Techniques		4	3	2	1			0.16	
		III	Discussion and Questioning Techniques		4	3	2	1				
		III	Instructional Communication		4	3	2	1				
		III	Engaging Students in Learning		4	3	2	1				
		III	Flexibility and Responsiveness		4	3	2	1				
		IV	Monitoring Student Learning		4	3	2	1			0.16	
		IV	Feedback		4	3	2	1				
		IV	Analysis, Reflection and Support		4	3	2	1				
		V	Continuous Improvement		4	3	2	1			0.16	
		V	Collaboration		4	3	2	1				
V	Communication		4	3	2	1						
V	Conduct		4	3	2	1						
V	Contributions		4	3	2	1						
Student Learning	45%		Progress toward Student Learning Outcome (SLO) goal 1	4	3	2	1			0.9		
			Progress toward Student Learning Outcome (SLO) goal 2	4	3	2	1					
	5%	Student Feedback	Progress on Student Feedback Action Steps	Exceeded goal	Met goal	Partially met goal	Did not meet goal			0.1		

Teacher Practice Rating Table		Student Learning Rating Table	
Teacher Practice Points		Student Learning Points	
1.00-1.40	Below Standard	1.00-1.40	Below Standard
1.41-2.40	Developing	1.41-2.40	Developing
2.41-3.40	Proficient	2.41-3.40	Proficient
3.41-4.00	Exemplary	3.41-4.00	Exemplary

SESS Rating Scale

			Exemplary	Proficient	Developing	Below Standard	Subtotal	Factor	Final	
			4	3	2	1				
Teacher Practice	10%	Pt. Feedback	Progress on Parent Feedback Action Steps	Exceeded goal <input type="checkbox"/>	Met goal <input type="checkbox"/>	Partially met goal <input type="checkbox"/>	Did not meet goal <input type="checkbox"/>		0.2	####
	40%	II a	Promoting a positive climate					#DIV/0!	0.16	####
		II b	Promoting student engagement							
		II c	Promoting appropriate standards of behavior							
		II d	Promoting efficient routines							
		IIIA	Planning service delivery is aligned with standards					#DIV/0!	0.16	
		III b	Planning assessment and prevention/intervention							
		III c	Selecting appropriate assessment and							
		IV a	Delivery of services					#DIV/0!	0.16	
		IV b	Leading students to construct new learning through							
		IV c	Monitoring Student Learning							
		V a	Formative and summative assessments for learning					#DIV/0!	0.16	
		V b	Assessment criteria and feedback							
		V c	Comprehensive data analysis, interpretation, and							
		VI a	Engaging in growth to impact service and st. progress					#####	0.16	
		VI b	Collaborating to develop and sustain prof. learning envt.							
		VI c	Communicating and collaborating with peers and							
VI d	Conducting oneself as a professional									
Student Learning	45%	Student Performance		All or most students met or substantially exceeded the target(s) contained in the indicators.	Most students met the target(s) contained in the indicators within a few points on either side of the target.	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.			####
			Progress toward Student Learning Outcome (SLO) goal 1					#DIV/0!	0.9	
			Progress toward Student Learning Outcome (SLO) goal 2							
5%	St. Feedback	Progress toward goal on Student Survey	Exceeded goal <input type="checkbox"/>	Met goal <input type="checkbox"/>	Partially met goal <input type="checkbox"/>	Did not meet goal <input type="checkbox"/>		0.1		

Teacher Practice Rating Table		Student Learning Rating Table	
Teacher Practice Points		Student Learning Points	
1.40	Below Standard	1.40	Below Standard
2.40	Developing	2.40	Developing
3.40	Proficient	3.40	Proficient
4.0	Exemplary	4.0	Exemplary

Teacher Practice Related Indicators (50%)

1. Performance and Practice (40%): A summative rating based on the rubrics for professional practice is developed by averaging ratings for each indicator within the domains.
2. Parent Feedback (10%): The Parent Feedback rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

4	Exceeded the goal	All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.
3	Met the goal	All of the action steps identified in the goal-setting process have been fully implemented.
2	Partially met the goal	All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.
1	Did not meet the goal	Few or none of the action steps identified in the goal-setting process have been implemented.

Student Learning Related Indicators:

1. Student Learning Objective(s) (45%): A summative rating based upon Indicators of Academic Growth and Development (IAGDS).

4	All or most students met or substantially exceeded the target(s) contained in the indicators.
3	Most students met the target(s) contained in the indicators within a few points on either side of the target.
2	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
1	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

2. Student Feedback (5%): The Student Feedback rating reflects the degree to which a teacher successfully reaches his/he Student Goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

4	Exceeded the goal	All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.
3	Met the goal	All of the action steps identified in the goal-setting process have been fully implemented.
2	Partially met the goal	All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.
1	Did not meet the goal	Few or none of the action steps identified in the goal-setting process have been implemented.

Final *Teacher Practice* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Teacher Practice rating is converted from a numerical score using the following table:

Teacher Practice Rating Table	
Teacher Practice Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

Final *Student Learning* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Student Learning rating is converted from a numerical score using the following table:

Student Learning Rating Table	
Student Learning Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

The Summative Rating is established using the Teacher Practice rating, the Student Learning rating, and the Summative Rating Matrix (next page).

Summative Rating Matrix

The Newtown Professional Growth Plan for 2015-16 utilizes the SEED summative rating matrix shown below.

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

APPENDIX B

Anderson's Taxonomy

1. **Remembering:** Retrieving, recalling, or recognizing knowledge from memory.
 - Producing definitions, facts or lists, or recite or retrieve material.
2. **Understanding:** Constructing meaning from different types of functions – written or graphic
 - Interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining
3. **Applying:** Carrying out or using a procedure
 - Executing or implementing
 - Learned material is used in products, like models, presentations, interviews or simulations.
4. **Analyzing:** Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to the overall structure or purpose.
 - Actions like differentiating, organizing, and attributing and being able to distinguish between components
 - Illustrated by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
5. **Evaluating:** Making judgments based on criteria and standards.
 - Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.
6. **Creating:** Putting elements together to form a coherent or functional whole
 - Reorganizing elements into a new pattern or structure through generating, planning, or producing.
 - Requires putting parts together in a new way or synthesize parts into something new; a different form or new product.

Newtown's Taxonomy of Learning Domains

Creating	Can the student create a new product or point of view?	Assemble, Compose, Construct, Design, Develop, Formulate, Invent, Plan
Evaluating	Can the student justify a stand or decision?	Assess, Argue, Conclude, Critique, Defend, Judge, Select, Support
Analyzing	Can the student distinguish between the different parts?	Appraise, Compare, Criticize, Deconstruct, Discriminate, Examine, Experiment, Question, Test
Applying	Can the student use the information in a new way?	Demonstrate, Edit, Illustrate, Interpret, Model, Operate, Process, Solve, Use
Understanding	Can the student explain ideas or concepts?	Classify, Describe, Discuss, Locate, Recognize, Summarize, Paraphrase, Report, Select, Translate
Remembering	Can the student recall or remember the information?	Define, Duplicate, Identify, List, Recite, Reproduce, State

APPENDIX C

Responsibility for Evaluation of Certified Personnel

Position	Primary Responsibility	Cooperative Responsibility
Classroom Teacher, Instructional Specialist, Reading Consultant, School Counselors	Principal, Assistant Principal	Principal, Assistant Principal, Department Chairperson, Director of Music, Director of Guidance
Special Education Teacher, School Psychologist, Speech Therapist, Social Worker, Pupil Services Personnel	Director of Pupil Services, Special Education Supervisor	Principal, Assistant Principal
Department Chairperson	Principal, Assistant Principal	Principal, Assistant Principal
Assistant Principal	Principal	
Principal, Director of Pupil Services	Superintendent, Assistant Superintendent	Superintendent, Assistant Superintendent
Assistant Superintendent	Superintendent	
Superintendent	Board of Education	

APPENDIX D

Connecticut Code of Professional Responsibility for Educators

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

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

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

(b) Responsibility to the Student:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

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

(c) Responsibility to the Profession:

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

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

(d) RESPONSIBILITY TO THE COMMUNITY

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

(e) RESPONSIBILITY TO THE STUDENT’S FAMILY

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

UNPROFESSIONAL CONDUCT*

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

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

(i) Code revision

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

Stefan Pryor
Commissioner of Education

Diane D. Ullman
Interim Chief Talent Officer

Nancy L. Pugliese
Chief, Bureau of Educator Standards and Certification

The Newtown Public School District is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Newtown Public School District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Newtown Public School District does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Newtown Public School District's nondiscrimination policies and practices should be directed to:

Title IX, Title VI and Section 504

Mrs. Catherine Goralski

3 Primrose Street, Newtown, CT 06470

203-426-7600

(Coordinator for matters related to Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973)