Clinton Public Schools
Teacher Evaluation and Professional Learning Plan

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# Clinton Public Schools
## Teacher Evaluation and Professional Learning Plan

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Teacher Learning, Evaluation & Reflection Cycle
Teacher Learning, Evaluation and Reflection Cycle

**Introduction**

The Clinton Public Schools has designed a Teacher Evaluation and Professional Learning Plan that links student learning to professional learning and continuous improvement. The Teacher Evaluation and Professional Learning Plan is the result of the collaborative efforts of a committee of Clinton educators, including members of the Education Association of Clinton (EAC), Clinton Administrators Association (CAA), and central office administrators.

The plan was developed in accordance with state statutes and guidelines that include: Connecticut's Common Core of Learning, Connecticut's Common Core of Teaching and Connecticut’s Guideline for Educator Evaluation. This plan identifies the performance expectations for teachers that will lead to and provide evidence of student learning and achievement. The plan also outlines the roles and responsibilities of teachers and administrators in each of its three phases (Induction/non-tenured, Growth/tenured and Supervision/intervention).

The Teacher Evaluation and Professional Learning Plan is designed to support continuous teacher learning through systematic and collaborative alignment of professional learning opportunities with district and school goals. Driven by the explicit understanding that student learning and teacher pedagogy (instructional methodology) are directly connected, this plan emphasizes the importance of collaboration and continuous learning for the entire school community as fundamental to improving instructional practice and student performance.

**Philosophy**

Educators in Clinton are committed to preparing students to learn independently and collaboratively. Student performance is directly related to the educator’s ability to articulate learning expectations (what we want students to know and demonstrate), design learning experiences, apply instructional methodologies and evaluate effectiveness. Teacher evaluation must be a collaborative process where supervisors and teachers work together to improve effectiveness by reflecting on evidence of both teacher efficacy and student performance.

**Purpose and Guiding Principles**

The purpose of the Teacher Evaluation and Professional Learning Plan is to support new educators, sustain high quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators.

*Therefore, the Teacher Evaluation and Professional Learning Plan will:*

- Structure support for new teachers;
- Enhance the quality of teaching and learning;
- Establish standards of performance and accountability for all certified staff;
- Support an ongoing cycle of action, reflection and adjustment;
- Ensure systemic collaborative opportunities that support teacher learning and foster student learning;
- Establish a method for using multiple sources of data to assess teacher practice (instruction) and teacher performance (demonstration of student learning).
Teacher Learning, Evaluation and Reflection Cycle

Data Collection
- Participation in Learning Community
- Evidence of Student Learning
- Observation of Instruction
- Observation of Classroom

Improved Student Learning

Implementation of New Learning

Evaluation and Reflection

Professional Learning Plan
Teacher Learning, Evaluation and Reflection Cycle

System Overview

As illustrated in the Teacher Learning, Evaluation and Reflection Cycle, improved student learning is at the center of the district’s teacher evaluation and professional development plan. The plan is designed to use multiple measures and data points to ensure a comprehensive portrait of each teacher’s performance. Evaluations will consist of two major categories: (A) Teacher Performance and Practice Indicators, and (B) Professional Learning and Student Performance indicators.

Teacher Performance and Practice

Evidence of teacher performance is collected from three broad data points: (A) administrator observation of practice (as described in Observation Methods for Data Collection), (B) teacher provided evidence of practice and Annual Self-Assessment, and (C) parent feedback on teacher practice. Teacher Performance and Practice represents 50% of the teacher’s overall rating (40% is based on observation and practice evidence and 10% based on survey feedback evidence).

Professional Learning and Student Performance

Annually, teachers will develop a Professional Learning Plan (PLP). The PLP is designed to articulate the direct connection among professional learning, student performance, and teacher practice. Professional learning and student performance is also comprised of three elements: (A) annual Professional Learning Plan that outlines the teacher’s professional learning target that is aligned to district and building goals and will directly affect student learning, (B) two student performance goals (one focused on district curriculum, one based on the district’s Foundation Skills and Competencies), and (C) data from the results of the Whole School Student Learning Indicators for that school year. Professional Learning and Student Performance represents 50% of the teacher’s overall rating (45% is based on teacher learning goals and student performance goals and 5% is based on the Whole School Student Learning Indicators.)

Orientation and Goal Setting

All teachers in the district will be oriented each year at the opening of school regarding their strand placement and the teacher responsibilities associated with the assigned strand. In addition, as part of the annual process, established meetings will be utilized to develop Teacher Learning Goals and Student Performance Goals, and to discuss and clarify teacher roles, progress and evidence related to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

Evaluation Strands

The Clinton Public Schools Teacher Evaluation and Professional Learning Plan consists of three strands. The Induction Strand is designed for non-tenured teachers. The Growth Strand is designed for tenured, effective staff. The Supervision Strand is designed for staff members who must address one or more areas of concern and is divided into two levels: Administrative Concern and Intensive Supervision.
Mid-Year Check-in

Between the beginning of December and the end of January, all teachers will complete the mid-year review for each of the three goals established in the Professional Learning Plan. The evaluator will review the goal updates and either the teacher or the evaluator may schedule a meeting for the purpose of explanation, clarification and/or revision.

Summative Rating

Teachers will receive a Summative Evaluation from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice and Professional Learning and Student Performance. The evaluation document will be placed in the teacher’s personnel file.

Career Development

In order to promote continuous learning, collaboration and reflective practice, all certified staff are afforded numerous opportunities for professional growth and career development. Coaching and mentoring new staff, facilitation of professional learning communities and communities of practice, and developing and presenting professional development workshops are all examples of methods teachers may advance their leadership and growth as educators. In addition, for those appropriately certified, administrative roles may also be considered.

Dispute Resolution and Appeal Process

The appeal process is available to all certified staff. The purpose of teacher evaluation is to support and sustain high quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators. It is expected that most disagreements between evaluator and the educator will be addressed through the normal process outlined in the teacher evaluation plan. In the event that there is a dispute for which the evaluator and the educator cannot agree on objectives, evaluation period, evaluation phase, feedback and/or professional learning plan goals, the educator may submit a formal appeal request to the Superintendent of Schools.

The educator must submit the request within (5) working days after coming to an impasse with the evaluator. The request must clearly state the issues of the disagreement and the particular phase or part of the evaluation process that is open to disagreement. A copy of the appeal request must also be sent to the evaluator.

The Superintendent of Schools will deliver a written decision within ten (10) working days. The decision of the Superintendent is final.
Teacher Expectations and Foundation Skills
Domain 1.  **Content and Essential Skills:**

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

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

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

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

Plans instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.

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

Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.

Domain 5.  **Assessment for Learning:**

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

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

Maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.
Domain 1. **Content and Essential Skills:**

*Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.*

1.1 Demonstrates proficiency in reading, writing, and mathematics skills.

1.2 Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.

1.3 Uses developmentally appropriate verbal, non-verbal and technological communications.

1.4 Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.

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

1.6 Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.
Domain 2. **Classroom Environment, Student Engagement and Commitment to Learning**

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

2.1 Creates a class climate that is responsive to and respectful of the learning needs of students\(^1\) with diverse backgrounds, interests and performance levels.

2.2 Promotes engagement and enthusiasm for learning in the classroom.

2.3 Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.

2.4 Promotes the development and application of appropriate social skills to develop students’ social competence\(^2\) and responsible and ethical behavior by using a continuum of proactive strategies\(^3\) that may be individualized to student needs.

2.5 Ensures that appropriate standards of behavior are explicit and applied consistently and with reasonable consequences in order to support a productive learning environment for all students.

2.6 Maximizes the amount of time spent on learning by effectively managing routines and transitions\(^4\), and maintains focus on the learning objectives.

2.7 Establishes a safe, orderly and attractive physical environment that is conducive to learning.

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\(^1\) Addressing student learning needs includes understanding typical and atypical growth and development of PK-12 students including characteristics and functioning of students with disabilities, gifted students, and English language learners. Teachers understand the impact of culture, language, poverty and environment on the learning needs of students.

\(^2\) Social competence “is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation.” (Boyatzis, Goleman, & Rhee, 2000).

\(^3\) Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision making.

\(^4\) Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.
Domain 3.  **Planning for Active Learning:**

*Plans instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.*

3.1 Determines students’ prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.  

3.2 Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students’ prior knowledge, skills and interests and engage students in the work of the discipline.

3.3 Promotes the development and application of skills with conceptual understanding, and anticipates students’ content misconceptions.

3.4 Selects appropriate assessment strategies to monitor ongoing student progress.

3.5 Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.

3.6 Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.

3.7 Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.

3.8 Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.  

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

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

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

7 Inquiry-based learning is based on a philosophy of constructivism, in which students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher’s role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Teacher Expectations and Foundation Skills
Domains of Teacher Performance

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

*Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.*

4.1 Establishes and communicates clearly defined objectives and long and short-term goals for learning that are linked to district curriculum learning expectations.

4.2 Uses district approved materials and resources that are compatible with student needs and abilities.

4.3 Uses a variety of evidence-based strategies\(^8\) to enable students to apply and construct new learning.

4.4 Uses technological and digital resources strategically to promote learning.

4.5 Leads students to construct meaning through the use of active learning strategies such as purposeful discourse\(^6\) and inquiry-based learning\(^7\).

4.6 Varies the student and teacher roles\(^9\) in ways that develop independence and interdependence with the gradual release of responsibility to students.

4.7 Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.

4.8 Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks.

4.9 Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.

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\(^8\) Evidence-based strategies include but are not limited to strategies such as using Creating Independence Through Student owned Strategies (CRISS), Marzano’s strategies of identifying similarities and differences; summarizing and note taking; homework and practice; cooperative learning; utilizing questions, cues and advanced organizers; generating & testing hypotheses and other research-based instructional strategies.

\(^9\) Teachers vary their roles by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.
Teacher Expectations and Foundation Skills
Domains of Teacher Performance

Domain 5. **Assessment for Learning**

*Uses multiple measures to analyze student performance and inform subsequent planning and instruction.*

5.1 Understands the different assessment purposes\(^{10}\) and types\(^{11}\) that capture the complexity of student learning across the hierarchy of cognitive skills\(^{12}\).

5.2 Uses and/or designs a variety of formative\(^{13}\) and summative\(^{14}\) assessments that align with district curriculum learning expectations and consider diverse learning styles.

5.3 Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.

5.4 Collaborates with colleagues to review and interpret assessment data and monitor and adjust instruction to ensure students’ progress.

5.5 Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.

5.6 Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress.

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

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\(^{10}\) **Assessment purposes** include but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.

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

\(^{12}\) The hierarchy of cognitive skills (Bloom’s 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to higher order thinking skills:

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

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

\(^{14}\) **Summative assessments** identify the learner’s achievement or progress made at a certain point in time against predetermined criteria.
Teacher Expectations and Foundation Skills
Domains of Teacher Performance

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

*Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership.*

6.1 Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.

6.2 Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of all students.

6.3 Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.

6.4 Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures\(^\text{15}\) to support continuous school and district improvement.

6.5 Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.

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

6.7 Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.

6.8 Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology\(^\text{16}\) in a professional and ethical manner.

6.9 Maintains high standards for the selection, protection and management of school resources.

\(^{15}\) Organizational structures include, but are not limited to, grade level teams, departments, committees, learning communities, common collaboration or planning time, multidisciplinary teams, etc.

\(^{16}\) Communication Technology includes, but is not limited to, email, cell phones, text messaging, classroom or work-related websites, blogs, forums, social networking sites or similar online communications.
Domain 6: **Professional Responsibilities and Teacher Leadership:** *(continued)*

6.10 Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner.

6.11 Maintains sensitive information with confidentiality.

6.12 Conducts themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators.\(^{17}\)

\(^{17}\) The complete **Code of Professional Responsibility for Educators** can be found in Appendix A.
Teacher Evaluation Strands
The Clinton Public Schools Teacher Evaluation and Professional Learning Plan consists of three strands. The Induction Strand is designed for non-tenured teachers. The Growth Strand is designed for tenured, effective staff. The Supervision Strand is designed for staff members who must address one or more areas of concern and is divided into two levels: Administrative Concern and Intensive Supervision. Certified Staff will be assigned to a strand and level based upon the definitions that follow.

All teachers in the district will be oriented each year at the opening of school regarding their strand placement and the teacher responsibilities associated with the assigned strand. In addition, as part of the annual process, established meetings will be utilized to develop Teacher Learning Goals and Student Performance Goals, and to discuss and clarify teacher roles, progress and evidence related to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

1. **Induction Strand:** Non-Tenured Teacher (New Teacher or New to District) who holds an Initial, Provisional or Professional CT Teaching Certificate.

2. **Growth Strand:** Tenured Teacher – who is meeting the district’s established practice and performance expectations.

3. **Supervision Strand:** Tenured Teacher – is designed to provide any tenured teacher who is not meeting the district’s established practice or performance expectations with additional support and a focused plan for improvement. The teacher, depending on the degree of concern, will either be placed on the Administrative Concern Level or the Intensive Supervision Level and could have their evaluation cycle modified.

   - **Administrative Concern Level:** Teacher continues working in the Growth Strand while addressing a specific, focused concern of the administrator – If adequate growth is not noted, the teacher will be referred to the Superintendent and may be placed on the Intensive Supervision Strand and could have their evaluation cycle modified.

   - **Intensive Supervision Level:** A tenured teacher who is not meeting the district’s established proficiency level or who has not demonstrated satisfactory progress or improvement in meeting the district’s performance expectations outlined in an Administrative Concern Plan for improvement would be placed on this level. In addition to a Summary Progress Report, the teacher would also receive a Summative Evaluation by the primary evaluator. If adequate improvement is not noted, the teacher’s contract could be recommended for termination.
Teacher Evaluation Strands
The Induction Strand

Overview

The Induction Strand consists of a single path for all non-tenured teachers. This strand recognizes that new teachers and teachers new to the District need ongoing guidance and support. It also recognizes that new teachers need to devote the vast majority of their time to becoming familiar with the curriculum and standards of the District, as well as the driving forces and unifying principles of the Clinton Public Schools.

Initial Educator Certificate

The Induction Strand is designed for newly hired staff possessing the Initial Educator Certificate and participating in the TEAM program. During their first two years of teaching, they are assigned a mentor who provides support and works with them on completing the required TEAM modules. Upon successful completion of the TEAM program, the State of Connecticut grants a Provisional Certificate.

<table>
<thead>
<tr>
<th>Actions to be Taken</th>
<th>Timeframe</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM mentor assigned to teacher</td>
<td>Within 10 school days</td>
<td>TEAM mentors are assigned for the first 2 years</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td>Within first 30 days in year 1 only. Years 2-4: Between September and May</td>
<td>At least one required in years 1 &amp; 2 and at least two required in years 3 &amp; 4</td>
</tr>
<tr>
<td>Annual Self-Assessment Tool</td>
<td>Fall of Year 1 in the district and at the end of each year.</td>
<td>Completed by the teacher at the beginning of Year 1 in the district and at the end of each year, and shared with evaluator during Summative Year Meeting.</td>
</tr>
<tr>
<td>TEAM</td>
<td>Jan 15th and May 30th for TEAM modules</td>
<td>TEAM for all Initial Certificated Teachers</td>
</tr>
<tr>
<td>Goal Setting and Professional Learning Plan</td>
<td>1st Monday in October and May 15th for Professional Learning Plan</td>
<td>Professional Learning Plan will include two student performance goals and one teacher learning goal.</td>
</tr>
<tr>
<td>Clinical Observations (requires pre and post observation conferences)</td>
<td>Year 1 &amp; 2: By Jan 15th and May 15th</td>
<td>Year 1 &amp; 2: At least 2 required</td>
</tr>
<tr>
<td>Walk-Throughs</td>
<td>Between September and May</td>
<td>At least 3 required</td>
</tr>
<tr>
<td>Mid-year Check-ins</td>
<td>Between December and end of January</td>
<td>Teachers submit a mid-year goal update</td>
</tr>
<tr>
<td>Additional Data Collected and Reviewed</td>
<td>As needed between September and May</td>
<td>Shared with teacher and included in Summative Evaluation</td>
</tr>
<tr>
<td>Summative Evaluation Meeting</td>
<td>In advance of scheduled Summative Evaluation (as mutually arranged)</td>
<td>Review draft Summative Evaluation and preliminary ratings</td>
</tr>
<tr>
<td>Summative Evaluation Produced</td>
<td>By last week of school</td>
<td>Summative Evaluation presented and shared with teacher</td>
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</tbody>
</table>
Teacher Evaluation Strands
The Induction Strand

Guidelines and Expectations

- All teachers new to the district begin on Year 1 of the induction strand.

- The teacher is assigned a TEAM mentor who aides him/her in developing mastery in the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance, facilitates the teacher in completion of TEAM requirements as applicable, and assists the teacher in becoming familiar with school and district procedures and expectations.

- Teachers with an Initial certificate complete the Annual Self Assessment Tool in the fall of their first year in the district, and again at the end of the first year and each subsequent year. This tool identifies perceived strengths and weaknesses in relation to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

- The teacher and evaluator work collaboratively to develop a Professional Learning Plan that establishes two student performance goals (Curriculum-based and Foundation Skills and Competencies) and one teacher learning goal, and outlines actions to be taken to successfully implement the goals and assess results.

- The teacher is given the opportunity to participate in a variety of professional development activities which may include, but are not limited to: orientation programs, in-service day workshops, in-service courses, State Department sponsored workshops, peer observation, and support from District administrators and curriculum experts.

- Clinical and Classroom Observations are followed by written feedback and a conference between the teacher and evaluator as required or requested.

- Between the beginning of December and the end of January, teachers complete a Mid-year Goal Review. The evaluator will review the goal update and either teacher or evaluator may schedule a meeting for the purpose of explanation, clarification and/or revision.

- The teacher works closely with his/her evaluator to discuss instructional practice and develop recommendations for growth.

- The primary evaluator and the teacher independently prepare “draft” Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

- The teacher receives a Summative Evaluation from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice indicators and Professional Learning and Student Performance indicators. The Summative Evaluation document and rating will be placed in the teachers personnel file.
Teacher Evaluation Strands
The Induction Strand

Guidelines and Expectations (continued)

➢ The teacher receives the Annual Rating Tool Guide that delineates the ratings within Teacher Performance and Practice and Professional Learning and Student Performance, as well as the Teacher Evaluation Overall Rating for that year.

➢ In the event that a teacher receives an overall performance and practice rating below proficient, the subsequent year’s observations and teacher learning goal (PLP) will target the areas of concern.

➢ The teacher continues on this level as long as they meet effective performance established by the Clinton Public Schools Teacher Evaluation Plan as outlined in the Teacher Performance Rubric until he/she achieves tenure.

➢ In the event that a teacher does not meet effective performance established by the Clinton Public Schools Teacher Evaluation Plan as outlined in the Teacher Performance Rubric, the Superintendent reserves the right to initiate non-renewal.
Teacher Evaluation Strands
The Induction Strand

Provisional or Professional Certificate

The Induction Strand is also designed for teachers new to Clinton who have a Provisional Certificate or Professional Educator Certificate, but who do not hold tenure in Clinton Public Schools. These experienced teachers will be placed on this strand until they achieve tenure.

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<td>Within first 30 days in year 1 only.</td>
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<tr>
<td>Mid-year Check-ins</td>
<td>Between December and end of January</td>
<td>Teachers submit a mid-year goal update</td>
</tr>
<tr>
<td>Annual Self-Assessment Tool</td>
<td>At the beginning of Year 1 and at the end of each year</td>
<td>Completed by the teacher annually at the end of each year and shared with</td>
</tr>
<tr>
<td>Summative Evaluation Meeting</td>
<td>In advance of scheduled Summative Evaluation</td>
<td>evaluator during Summative Year Meeting.</td>
</tr>
<tr>
<td>Summative Evaluation Produced</td>
<td>By last week of school</td>
<td>Summative Evaluation presented and shared with teacher</td>
</tr>
</tbody>
</table>

Guidelines and Expectations

- All teachers new to the district begin on Year 1 of the induction strand.

- The teacher is assigned a mentor who aides him/her in developing mastery in the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance, and assists the teacher in becoming familiar with school and district procedures and expectations.
The teacher and evaluator work collaboratively to identify at least one Teacher Learning Goal and two Student Performance Goals (Curriculum-based, Foundation Skills and Competencies) that are connected and linked to district and building goals, and to develop a Professional Learning Plan that outlines actions to be taken to successfully implement the goals and assess the results.

The teacher is given the opportunity to participate in a variety of professional development activities which may include, but are not limited to: orientation programs, in-service day workshops, in-service courses, State Department sponsored workshops, peer observation, and support from District administrators and curriculum experts.

Clinical and Classroom Observations are followed by written feedback and a conference between the teacher and evaluator as required or requested.

Between the beginning of December and the end of January teachers complete a Mid-year Goal Review. The evaluator will review the goal update and either teacher or evaluator may schedule a meeting for the purpose of explanation clarification and/or revision.

The teacher works closely with his/her evaluator to discuss instructional practice and develop recommendations for growth.

The primary evaluator and the teacher independently prepare “draft” Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

Teachers with a Provisional or Professional certificate complete the Annual Self Assessment Tool upon entry into the district and at the end of each subsequent year. This tool identifies perceived strengths and weaknesses in relation to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

The teacher receives a Summative Evaluation from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice indicators and Professional Learning and Student Performance indicators. The Summative Evaluation document and rating will be placed in the teachers personnel file.

The teacher receives the Annual Rating Tool Guide that delineates the ratings within Teacher Performance and Practice and Professional Learning and Student Performance, as well as the Teacher Evaluation Overall Rating for that year.

In the event that a teacher receives an overall performance and practice rating below proficient, the subsequent year’s observations and teacher learning goal (PLP) will target the areas of concern.

The teacher continues on this level as long as they meet effective performance established by the Clinton Public Schools Teacher Evaluation Plan as outlined in the Teacher Performance Rubric until he/she achieves tenure.

In the event that a teacher does not meet effective performance established by the Clinton Public Schools Teacher Evaluation Plan as outlined in the Teacher Performance Rubric the Superintendent reserves the right to initiate non-renewal.
Overview

The *Growth Strand* is designed to meet the needs of the tenured teacher and to encourage a teacher to become a reflective practitioner. This strand is designed for all tenured teachers and consists of a three-year data-collection cycle, with annual observations, that culminates with a Summative Evaluation produced in the final year of the cycle.

<table>
<thead>
<tr>
<th>Actions to be Taken</th>
<th>Timeframe</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher placed on designated cycle year (1-3) of three-year cycle</td>
<td>Cycle placement confirmed annually within the first ten days of school</td>
<td>Teachers are placed on a designated cycle year with year 3 as the Summative Year</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>Throughout the 3-year cycle with at least one in the Summative Year</td>
<td>At least 3 required</td>
</tr>
<tr>
<td>Goal Setting and Professional Learning Plan</td>
<td>Annually on 1st Monday in October and May 15th for Professional Learning Plan</td>
<td>Professional Learning Plan will include two student performance goals and one teacher learning goal, for all Provisional or Professional Certificated Teachers</td>
</tr>
<tr>
<td>Walk-Throughs</td>
<td>Throughout the 3-year cycle</td>
<td>At least 10 required</td>
</tr>
<tr>
<td>Additional Data Collected and Reviewed</td>
<td>Throughout the 3-year cycle</td>
<td>Collected by teacher and administrators and shared prior to the Summative Evaluation</td>
</tr>
<tr>
<td>Mid-year Check-ins</td>
<td>December and end of January</td>
<td>Teachers submit a mid-year goal update</td>
</tr>
<tr>
<td>Annual Self Assessment</td>
<td>Annually by June 1st</td>
<td>Maintained by teacher and shared at Summative Year Meeting; used to set focus for Professional Learning Plans</td>
</tr>
<tr>
<td>Summative Year Meeting</td>
<td>By October 15th of Summative Year</td>
<td>Review of 2 Annual Self-Assessments and Administrator Feedback to set stage for Summative Year Evaluation</td>
</tr>
<tr>
<td>Summative Evaluation Meeting</td>
<td>In advance of scheduled Summative Evaluation (as mutually arranged)</td>
<td>Review draft Summative Evaluation and preliminary ratings</td>
</tr>
<tr>
<td>Summative Evaluation Produced</td>
<td>By last week of school in Summative/Final year</td>
<td>Summative Evaluation presented and shared with teacher</td>
</tr>
</tbody>
</table>

**Guidelines and Expectations**

- The teacher is initially placed on one of the cycle years by the evaluator with the intent to maintain an appropriate balance of teachers on each year of the 3-year cycle. Each subsequent year, the teacher will move to the next step in the cycle sequence.
Guidelines and Expectations (continued)

- The teacher and evaluator work collaboratively to identify at least one Teacher Learning Goal and two Student Performance Goals (Curriculum-based, Foundation Skills and Competencies) that are connected and linked to district and building goals, and Self-Assessments, in order to develop a Professional Learning Plan that outlines actions to be taken to successfully implement the goals and assess the results.

- The Professional Learning Plan, upon approval of the evaluator, may be a single or multi-year plan and can involve individual work or a collaborative effort with a professional learning team.

- Classroom observations are followed by written feedback and a conference between the teacher and evaluator if requested by either party.

- Each year, between the beginning of December and the end of January, teachers complete a Mid-year Goal Review. The evaluator will review the goal update and either teacher or evaluator may schedule a meeting for the purpose of explanation clarification and/or revision.

- Each teacher completes the Annual Self-Assessment Tool at the end of each year that identifies perceived strengths and weaknesses in relation to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the Teacher Performance Rubric.

- At the end of each year, the teacher will write a reflection and a summary of his or her Professional Learning Plan.

- The primary evaluator and the teacher independently prepare “draft” Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

- At the end of the Summative Year of the 3-year cycle, the teacher receives a Summative Evaluation from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice indicators and Professional Learning and Student Performance indicators. This Summative Evaluation document and rating will be placed in the teacher’s personnel file.

- At the end of each year, the teacher receives the Annual Rating Tool Guide that delineates the ratings within Teacher Performance and Practice and Professional Learning and Student Performance, as well as the Teacher Evaluation Overall Rating for that year.

- The teacher continues on a new 3-year Growth Strand cycle as long as they continue to demonstrate effective performance established by the Clinton Public Schools Teacher Evaluation Plan and delineated in the Teacher Performance Rubric.

- In the event that a teacher does not meet effective performance standards as established by the Clinton Public Schools Teacher Evaluation Plan and outlined in the Teacher Performance Rubric the Superintendent reserves the right to place the teacher on the Supervision Strand.
The Supervision Strand is designed for tenured teachers and consists of two separate and distinct parts: *Administrative Concern Level* and *Intensive Supervision Level*.

The *Administrative Concern Level* is designed for a teacher who does not demonstrate proficiency in meeting the Clinton Public Schools Teacher Expectations and Foundations Skills as outlined in the six Domains of Teacher Performance. With additional awareness, focus, and support, it is anticipated that the teacher will successfully address the areas of concern.

### Administrative Concern Level

<table>
<thead>
<tr>
<th>Actions to be Taken</th>
<th>Timeframe</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative consultation with Superintendent</td>
<td>Anytime</td>
<td></td>
</tr>
<tr>
<td>Notification of placement on the Administrative Concern Level</td>
<td>Anytime</td>
<td>Notice of Administrative Concern Placement Form presented to teacher</td>
</tr>
<tr>
<td>Administrative Concern Action Plan Developed</td>
<td>Within 10 school days of notification of Administrative Concern</td>
<td>Administrator and Teacher develop to address performance concerns</td>
</tr>
<tr>
<td>Clinical/Classroom Observations</td>
<td>As needed or outlined in the Action Plan</td>
<td>Notes and results are shared with teacher</td>
</tr>
<tr>
<td>Additional Data Collected and Reviewed</td>
<td>As needed or outlined in the Action Plan</td>
<td>Notes and results are shared between teacher and evaluator</td>
</tr>
<tr>
<td>Summary Report on Progress</td>
<td>As outlined in the Action Plan Timeline or by the last day of school</td>
<td>Summary Report presented and shared with teacher</td>
</tr>
</tbody>
</table>

### Guidelines and Expectations

- An administrator, following consultation with the Superintendent, may place a teacher on the Administrative Concern Level at any time.
- A teacher may be placed on the Administrative Concern Level for up to 45 school days. This time period may be extended for up to an additional 45 school days as determined by the administrator.
- The teacher is expected to work cooperatively with his/her administrator to successfully address the concerns.
- The Administrative Concern Action Plan will identify the area(s) requiring additional focus and/or growth, develop a plan to remediate the concern(s), and develop a timeline for achieving outcome(s). Teachers placed on an Administrative Concern plan will have the opportunity for a bargaining unit representative to participate in the plan development.
- The plan will specify the data required as evidence that the teacher has remediated the area(s) of concern.
- The date for the Summary Progress Report should be clearly stated in the Administrative Concern Action Plan.
Teacher Evaluation Strands
The Supervision Strand

Guidelines and Expectations (continued)

- The Summary Progress Report is placed in the teacher’s supervisory file, personnel file and a copy is provided to the teacher.

- During the period of time the teacher is on Administrative Concern Level, he/she will continue on the Growth Strand.

- A teacher who has not attained a satisfactory level of performance within the allotted time will be referred to the Superintendent with a recommendation to extend the Administrative Concern Plan, be placed on the Intensive Supervision Strand and/or, have their evaluation cycle modified.

Overview

The **Intensive Supervision Level** is designed for a teacher who has not demonstrated adequate improvement while on an Administrative Concern Plan or has not met the district’s established proficiency standard of the Clinton Public Schools Teacher Expectations and Foundations Skills as outlined in the Teacher Performance Rubric. The Intensive Supervision Level will focus on those specific areas where the teacher has not demonstrated satisfactory performance with the expectation that the areas of concern will be remediated in a defined period of time. In addition to a Summary Progress Report, the teacher will also receive a Summative Evaluation by their primary evaluator.

### Intensive Supervision Level

<table>
<thead>
<tr>
<th>Actions to be Taken</th>
<th>Timeframe</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative consultation with Superintendent</td>
<td>Anytime</td>
<td>Notice of Transfer/Assignment to Intensive Supervision Placement Form presented to teacher</td>
</tr>
<tr>
<td>Notification of placement on the Intensive Supervision Level</td>
<td>Anytime</td>
<td>Administrator and Teacher develop Action Plan to address performance concerns</td>
</tr>
<tr>
<td>Intensive Supervision Action Plan Developed</td>
<td>Within 10 school days of notification of Intensive Supervision</td>
<td></td>
</tr>
<tr>
<td>Clinical/Classroom Observations</td>
<td>As needed or outlined in the Action Plan</td>
<td>Notes and results are shared with teacher</td>
</tr>
<tr>
<td>Additional Data Collected and Reviewed</td>
<td>As needed or outlined in the Action Plan</td>
<td>Notes and results are shared between teacher and administrator</td>
</tr>
<tr>
<td>Summary Report on Progress</td>
<td>As outlined in the Action Plan Timeline or minimally by the end of 45 school days</td>
<td>Summary Report presented and shared with teacher</td>
</tr>
<tr>
<td>Summative Evaluation Meeting</td>
<td>In advance of scheduled Summative Evaluation (as mutually arranged)</td>
<td>Review draft Summative Evaluation and preliminary ratings</td>
</tr>
<tr>
<td>Summative Evaluation Produced</td>
<td>By the last week of school</td>
<td>Summative Evaluation presented and shared with teacher</td>
</tr>
</tbody>
</table>
Teacher Evaluation Strands
The Supervision Strand

Intensive Supervision Level *(continued)*

**Guidelines and Expectations**

- An administrator, following consultation with the Superintendent, may place a teacher on the Intensive Supervision Level at any time.

- A teacher may be placed on the Intensive Supervision Level until a satisfactory level of performance is met, or for up to one year.

- The teacher is expected to work cooperatively with his/her administrator to successfully address the concern.

- The Intensive Supervision Plan will identify all the specific areas of deficiency.

- The specific objectives and strategies to achieve the expectations are clearly delineated and prioritized in the Intensive Supervision Action Plan, including a program of observations. Teachers placed on an Intensive Supervision plan will have the opportunity of a bargaining unit representative to participate in the plan development.

- The teacher is offered specific professional development activities that directly relate to the areas identified as needing focus and growth. These include professional conferences or workshops, working with a colleague, or another appropriate activity designed by the evaluator.

- Methods for collecting data that will provide the evidence that the teacher has reached the acceptable level of proficiency in the areas that the teacher is deficient will be identified in the Action Plan. (Examples of these evidentiary pieces may include, but are not limited to, unit plans; daily lesson plans; student work; student performance data on quizzes, tests, and performance tasks; reflection of student achievement; and reports requested by the administration.)

- The dates for the Summary Progress Report should be clearly stated in the Intensive Supervision Plan.

- The Summary Progress Report is placed in the teacher’s supervisory and personnel file.

- The primary evaluator and the teacher independently prepare “draft” Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

- The teacher receives a **Summative Evaluation** from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice (including the Summary Progress Report) and Professional Learning and Student Performance. This document will be placed in the teacher’s personnel file.
Teacher Evaluation Strands
The Supervision Strand

Intensive Supervision Level (continued)

Guidelines and Expectations (continued)

- A teacher who attains an effective performance rating (proficient in both Teacher Performance and Practice and Professional Learning and Student Performance) will remain on a **Summative Evaluation** cycle for an additional year in order to demonstrate effective performance independently for a subsequent year.

- A teacher who does not attain an effective performance level within the allotted time will be referred to the Superintendent for further action, and may result in termination.

- In the event that a teacher has been placed on the Intensive Supervision Level more than once, the Superintendent reserves the right to initiate termination.
## Explanation of Evaluation Components

<table>
<thead>
<tr>
<th>Path 1</th>
<th>Path 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDUCTION STRAND</strong> *</td>
<td><strong>GROWTH STRAND</strong> **</td>
</tr>
<tr>
<td><strong>Non-Tenured Teachers</strong></td>
<td><strong>Tenured Teachers</strong></td>
</tr>
<tr>
<td><strong>Who:</strong> Certified staff in their first two or four years in the district</td>
<td><strong>Who:</strong> Tenured staff who continue to demonstrate effective performance</td>
</tr>
</tbody>
</table>

### Year 1 & 2:
- Goal Setting/Professional Learning Plan (1st Monday in Oct & May 15th)
- At least 1 Classroom Observation (1st 30 days and Year 1)
- At least 2 Clinical Observations (Jan 15th & May 15th)
- At least 3 Walk-Throughs
- Teachers collect evidence for indicators
- Annual Self-Assessment Tool (by Oct.15th and again prior to Summative Evaluation Meeting)
- Administrators collect evidence for indicators
- Mid-year Check-ins (Dec. – Jan)
- Summative Evaluation Meeting
- **Summative Evaluation Produced** (by last week of school)
- **Annual Rating Tool Completed** (by last week of school)

### Years 3 & 4:
- Goal Setting /Professional Learning Plan (1st Monday in Oct & May 15th)
- At least 2 Classroom Observations
- At least 3 Walk-Throughs
- Teachers collect evidence for indicators
- Annual Self-Assessment Tool (prior to the Summative Evaluation Meeting)
- Administrators collect evidence for indicators
- Mid-year Check-ins (Dec. – Jan)
- Summative Evaluation Meeting (in advance of final Summative Evaluation)
- **Summative Evaluation Produced** (by last week of school)
- **Annual Rating Tool Completed** (by last week of school)

### Three-Year Cycle:
- Annual Goal Setting /Professional Learning Plan (1st Monday in Oct & May 15th)
- 3 Classroom Observations (at least one in Final Year)
- 10 Walk-Throughs
- Teachers collect evidence for indicators
- Annual Self-Assessment Tool (June 1st)
- Administrators collect evidence for indicators
- Summative Year Meeting (Oct 15th)
- Annual Mid-year Check-ins (Dec. – Jan)
- Summative Evaluation Meeting (in advance of final Summative Evaluation)
- **Summative Evaluation Produced In Final Year of the Cycle** (by last week of school)
- **Annual Rating Tool Completed** (by last week of school)

* In the instance where a teacher receives a rating below proficient in the previous year, at least two of the observations will include a pre-conference as part of the process.

** In the instance where a teacher receives a rating below proficient in the previous year, additional support will be provided through the Supervision Strand and at least two of the observations will include a pre-conference as part of the plan.
Explanation of Evaluation Components

The Clinton Public Schools Teacher Evaluation Plan is designed to use multiple methods and data points for assessing teacher effectiveness. Evaluations will consist of two major categories: (A) Teacher Performance and Practice indicators, and (B) Professional Learning and Student Performance indicators. The following explanations are provided below to define terms used throughout the plan and to clarify how the various methods of data collection will be used to document teacher pedagogical efficacy and effectiveness in improving student performance.

TEACHER PERFORMANCE AND PRACTICE (50%)

Observation Methods for Data Collection (40%):

Classroom Walk-Through: A classroom walk-through fulfills the state criteria of a clinical observation and is designed to provide an evaluator a focused, short visit to a classroom, usually a duration of 10-15 minutes. The Classroom Walk-through Tool is provided to evaluators to guide the focus of the short time in the classroom and to provide written feedback to teachers about the visit. The evaluator maintains a copy of this form, and a second copy is provided to the teacher following the walk-through. A follow-up is not mandatory, but may be requested by the evaluator or the teacher.

Classroom Observation: A classroom observation is a classroom visit by an evaluator that is at least 20 minutes in length. A classroom observation is generally unannounced and does not require a pre-observation conference between the teacher and the evaluator. Feedback from an observation is provided to the teacher through use of the Observation Tool. The evaluator will maintain the Observation Tool, and a copy will be provided to the teacher following the classroom observation. A post-observation conference is not mandatory, but may be requested by the evaluator or the teacher.

Clinical Observation: A clinical observation is a classroom visit by an evaluator that spans the entire length of the lesson and requires a pre-observation and post-observation conference between the teacher and the evaluator. The Pre-Observation Tool is completed by the teacher and reviewed with the evaluator in the pre-observation conference. A clinical observation is conducted and feedback from the observation is provided to the teacher using the Observation Tool. A Post-Observation conference follows and allows for the evaluator and teacher to discuss the lesson that was observed. Summary discussion points in the post-observation conference are documented and recorded on the applicable section of the Observation Tool. The evaluator will maintain the forms utilized in the clinical observation process, with copies provided to the teacher following the post-observation conference.

Annual Self-Assessment Tool: This is a rubric for the six domains that provides specific levels of performance for each indicator in the Clinton Public Schools Teacher Expectations and Foundation Skills document. Teachers will utilize the rubric to identify their level of performance on the continuum in order to guide professional learning and assess growth. All teachers are expected to complete the Self-Assessment Tool annually. The form shall be maintained by the teacher and shared at the Summative Year Meeting and the Summative Evaluation Meeting.

Review of Practice: The elements, for the purpose of review of practice, are defined in Domain 6: Professional Responsibilities and Teacher Leadership of the CPS Teacher Expectations and Foundation Skills. Evidence is collected on an ongoing basis through the Annual Self-Assessment Review, Summative Year Meeting and Summative Evaluation Meeting.

Parent Feedback on Teacher Practice (10%):

Parent Feedback on Teacher Practice: Parent feedback is an important component of the Teacher Performance and Practice Rating. Parent feedback will be elicited though an anonymous survey tool that
Explanation of Evaluation Components

is reliable and valid. District level teams and administrators will review the survey and use data to guide the development of district and school goals. Each school will establish a goal specific to addressing an area of need and expectations for meeting the goal related to the parent feedback. All teachers at that school will identify and implement strategies to bring about improvement towards the established goal. Teachers will provide evidence of strategies utilized to meet this goal. A rating will be assigned based on the level of attainment.

PROFESSIONAL LEARNING AND STUDENT PERFORMANCE (50%)

Professional Learning and Student Performance Goals (45%):
Professional Learning Plan: All teachers will create an annual Professional Learning Plan (PLP). This Professional Learning Plan has three goal requirements. All teachers will establish at least one professional learning goal that is aligned to the district and building goals and that will directly influence student learning. In addition, all teachers will develop two student performance goals. One student performance goal will focus on developing students’ understanding of a broad concept of the discipline (enduring understanding/essential questions). The second goal will focus on developing students’ capacity with the district’s Foundation Skills and Competencies. Professional Learning Plans will be submitted in the fall and approved by the evaluator. Teachers will submit a mid-year goal review between December and the end of January. A meeting may be scheduled for the purpose of explanation, clarification and/or revision. At the end of the school year, teachers will submit the completed form with an explanation of results, reflection and application.

Whole School Student Learning Indicators (5%):
Whole School Student Learning Indicators: Ratings will be assigned based on the aggregate rating for multiple student learning indicators for each school.

DOCUMENTATION OF TEACHER EFFECTIVENESS

Summative Year Meeting: This meeting occurs at the beginning of the third year of the three-year evaluation cycle for teachers in the Growth Strand. Teachers are expected to bring all Professional Learning Plans and Annual Self-Assessments to share and discuss with evaluators. Specific areas of focus for the final year of the evaluation cycle are established at this meeting in order to ensure a thorough and complete assessment of the teacher’s performance.

Summative Evaluation Meeting: The primary evaluator establishes a date for the Summative Evaluation meeting. The primary evaluator and the teacher independently prepare draft summative evaluations with respective performance ratings as outlined in the Domains of Teacher Performance. The draft evaluations should incorporate talking points that summarize specific evidence of performance and should reflect the use of the Clinton Public Schools Teacher Performance Rubrics as a guide for providing evidence related to levels of performance. The teacher and the primary evaluator should exchange drafts no less than 48 hours prior to the established Summative evaluation meeting. The purpose of this meeting is to review and discuss ratings for both Teacher Performance and Practice and Professional Learning and Student Performance, and the supporting evidence.

Written Evaluation: A written evaluation is completed annually for all teachers on the Induction Strand and triennially for all teachers on the Growth Strand. The written evaluation is completed using the Summative Evaluation form with input from the evaluator and the teacher. Data is collected from the clinical and classroom observations, walk-throughs, summative year meeting, annual self-reflections and the professional learning plans as applicable.

Annual Rating: Each teacher is assigned a rating based on all the indicators in the Teacher Performance and Practice (50%) and Professional Learning and Student Performance (50%) components of this plan.
Professional Learning Plans

**Professional Learning Plan:** All teachers will create an annual Professional Learning Plan (PLP). This plan will require teachers to examine the district and building goals, the District Foundation Skills and Competencies, as well as the six domains of the Clinton Public Schools Teacher Expectations and Foundation Skills. Teachers will identify at least one goal specific to professional learning that will positively impact student learning and two student performance goals (Curriculum-based and Foundation Skills and Competencies). The curriculum-based goal will focus on developing students’ understanding of a broad concept of the discipline (enduring understanding/essential questions). The second student performance goal will be aligned to the district’s Foundation Skills and Competencies. The two student performance driven goals should be seen as components of instruction where the teacher can identify instructional practices that will be employed, as well as multiple means of assessing students’ demonstration of understanding. While traditional paper and pencil assessments can and should be used, alternative forms of assessment including performance-based assessments must be used as evidence that students have met the Clinton performance expectation. Standardized assessments, when applicable, will be used as a measure of student performance. Professional Learning Plans will be submitted by the first Monday in October and approved by the evaluator. Teachers will submit a mid-year goal review between December and the end of January. By May 15th, teachers will submit the completed form, which includes an explanation of results, reflection and application. The primary evaluator will assign a rating based on the evidence of growth in student performance and evaluation of the entire plan utilizing the Professional Learning Plan Assessment Rubric.

**Guidelines & Expectations:**

1) All teachers will complete a Professional Learning Plan.
2) The Professional Learning Plan is separate from, although linked to, Building and District Goals and Initiatives.
3) Professional Learning Plans will be focused on teacher learning, student learning and student performance.
4) Teacher learning goals must be specific, connected to the student performance goals, and must include methods for assessing attainment and implementation.
5) Student performance goals must define specific student learning targets and methods for measuring student growth including the use of performance tasks, curriculum-based common assessments, and standardized assessments (as available).
6) The District is committed to ensuring that Professional Development time is designated to Professional Learning Plans.
7) The Professional Learning Plan will be used as part of the Summative Evaluation and will serve as the basis for 45% of the summative rating (Professional Learning and Student Performance).
Teacher Evaluation Forms
**Domain 1: Content and Essential Skills**

**CPS Teacher Performance Rubric/Self-Assessment Tool**

Teacher ________________________________ Year ____________ ____________ ____________

**Domain 1: Content and Essential Skills: Understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.**

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
</tr>
</thead>
</table>
| 1.1 Demonstrates proficiency in reading, writing, and mathematics skills.     | o Submits reports, grades, records and correspondence with numerous grammatical and/or mathematical errors.  
|                                                                                | o Frequently makes mistakes in reading, writing and mathematics in the context of teaching or communicating with parents and/or the community.  
|                                                                                | o Consistently submits reports, grades, records and correspondence that are grammatically correct and with no calculation errors.  
|                                                                                | o Uses reading and writing skills to clearly communicate with students, colleagues and/or parents.  |
| 1.2 Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards. | o Makes content errors and/or does not correct content errors that students make.  
|                                                                                | o Demonstrates minimal understanding and knowledge of the district’s adopted curriculum documents and standards.  
|                                                                                | o Demonstrates basic content knowledge with few content errors, but cannot always articulate connections with other parts of the district curriculum to help students gain understanding of the content.  
|                                                                                | o Demonstrates solid content knowledge and consistently makes connections between the content and other parts of the district curriculum.  
|                                                                                | o Demonstrates extensive content knowledge with evidence of continuing pursuit of knowledge and best practices.  
|                                                                                | o Is fluid in the understanding and teaching of the district curriculum standards.  |

Notes:
## DOMAIN 1: Content and Essential Skills
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Uses developmentally appropriate verbal, non-verbal and technological communications.</td>
<td>○ Sometimes presents material in a confusing way, using language that is inappropriate for the student audience. ○ Understands child development and how students learn and presents material in a way that uses clear explanations, appropriate language, and methods of communication that support understanding. ○ Always presents material clearly and explicitly, with well-chosen examples and appropriate language, and utilizes a communication method that enhances understanding.</td>
</tr>
</tbody>
</table>
| **Notes:** | |}

| 1.4 Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community. | ○ Does not utilize computer technology or other digital communication techniques. ○ Utilizes basic electronic communication, but does not incorporate technology into classroom instruction. ○ Effectively utilizes electronic communication methods and explores and integrates various technological and digital resources (interactive boards, online resources, computers) into classroom instruction and student activities. ○ Effectively utilizes a variety of electronic communication methods and explores, chooses and integrates technological and digital resources that are appropriate to the activity/instruction and promote and enhance the learning experience for students. |
| **Notes:** | |}

| 1.5 Demonstrates understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting. | ○ Does not attempt to make appropriate applications of reading and writing skills in the content area. ○ Embeds content literacy skills into the content area on a limited basis without a clear connection or understanding of how it enhances student learning. ○ Integrates content literacy skills into the curriculum to deliver the core content in a way that enhances overall student learning and skill development. ○ Integrates content literacy skills into the curriculum on a regular basis in order to enhance the core content. Seeks out resource support so the integration is relevant, accurate, and commensurate to student ability. |
| **Notes:** | |}
## DOMAIN 1: Content and Essential Skills

### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
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</thead>
<tbody>
<tr>
<td>1.6 Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.</td>
<td>○ Does not attempt to make appropriate applications of numeracy, mathematical and analytical skills in the content area. ○ Embeds numeracy, mathematical and analytical skills in the content area on a limited basis without a clear connection or understanding of how it enhances student learning. ○ Integrates numeracy, mathematical and analytical skills into the curriculum to deliver the core content in a way that enhances overall student learning and skill development. ○ Integrates numeracy, mathematical and analytical skills into the curriculum on a regular basis in order to enhance the core content. The teacher seeks out resource support so the integration is relevant, accurate, and commensurate to student ability.</td>
</tr>
</tbody>
</table>

Notes:
**DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning**

**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

**Domain 2: Classroom Environment, Student Engagement and Commitment to Learning:** Promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

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<thead>
<tr>
<th>CPS Indicators</th>
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</thead>
<tbody>
<tr>
<td>2.1 Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels</td>
<td>o Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences.</td>
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<tr>
<td></td>
<td>o Little indication that the teacher considers students’ backgrounds, interests and skill levels when selecting content and creating learning opportunities.</td>
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<td></td>
<td>o Does not consistently address students in a respectful manner.</td>
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<td>o Reduces academic and/or behavioral expectations for some students based on poverty, background, disability, or racial, cultural or language differences.</td>
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<tr>
<td></td>
<td>o Considers students’ backgrounds, interests and skill levels when selecting content and creating learning opportunities.</td>
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<tr>
<td></td>
<td>o Treats all students with respect.</td>
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<tr>
<td></td>
<td>o Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences.</td>
</tr>
<tr>
<td></td>
<td>o Selects content and designs learning opportunities which build upon students’ diverse backgrounds, interests and skill levels.</td>
</tr>
<tr>
<td></td>
<td>o Creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests and skill levels.</td>
</tr>
<tr>
<td></td>
<td>o Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences.</td>
</tr>
<tr>
<td></td>
<td>o Selects content and designs learning opportunities which capitalize on students’ diverse backgrounds and interests to enrich the learning community.</td>
</tr>
<tr>
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<td>o Creates a classroom environment which supports students in becoming role models for treating others with respect.</td>
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</table>

**Notes:**

2.2 Promotes engagement and enthusiasm for learning in the classroom.

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<tbody>
<tr>
<td></td>
<td>o Lethargy characterizes instructional delivery.</td>
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<td>o Some students are consistently not engaged in the learning activities and the teacher makes few attempts to re-engage students.</td>
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<td>o Enthusiasm and energy level in the classroom is low and/or inconsistent.</td>
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<td>o Attempts are made to get students actively involved, but some students are disengaged.</td>
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<td>o Demonstrates enthusiasm and uses a variety of strategies and supports to consistently engage or re-engage students in learning activities.</td>
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<tr>
<td></td>
<td>o Maintains a lively and dynamic presence, and uses a variety of strategies and supports to consistently engage or re-engage students in learning activities.</td>
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<tr>
<td></td>
<td>o Students support one another's engagement in the learning process.</td>
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</table>
## Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

### CPS Teacher Performance Rubric/Self-Assessment Tool

<table>
<thead>
<tr>
<th>CPS Indicators</th>
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</table>
| 2.3 Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications. |Teacher directs most tasks and students have few opportunities to develop independence and apply their learning in real-world applications.  
Teacher designs some activities for students to apply their learning to real-world problems or tasks.  
Students are involved in classroom decision-making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries and real-world applications. |
| Notes: | |

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<th>CPS Indicators</th>
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</table>
| 2.4 Promotes the development and application of appropriate social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs |Provides limited modeling or explicit teaching to facilitate the acquisition of social skills.  
Teacher interactions with students and other adults model socially competent behavior.  
Arts unates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior.  
Implements a limited range of strategies or interventions in response to student needs.  
Provides direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior.  
Structures opportunities (planned and “teachable moments”) for students to discuss, learn, practice and reinforce appropriate social skills.  
Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances.  
Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher-student and student-student interactions.  
Designs and implements strategies to support students' independence in seeking to improve their own social, ethical and responsible behavior. |
| Notes: | |

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Clinton Public Schools
## Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

### CPS Teacher Performance Rubric/Self-Assessment Tool

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<td><strong>Notes:</strong></td>
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</table>
| **2.5** Ensures that appropriate standards of behavior are explicit and applied consistently with reasonable consequences in order to support a productive learning environment for all students. | o Limited or inconsistent communication of rules and expectations for behavior.  
 o Student behavior interferes with instruction or others' opportunity to learn.  
 o Student behavior interferes with the emotional or physical safety of others.  
 o Consequences may be inappropriate and/or inconsistently applied  
 o Clearly communicates rules and expectations for behavior to students.  
 o Promotes and reinforces positive behavior consistent with established expectations.  
 o Consequences are appropriate and applied in a timely fashion.  
 o Considers students' input to create and monitor rules and consequences across varied learning environments.  
 o Facilitates students' perseverance in demonstrating behavior consistent with established expectations.  
 o Redirects student behavior when necessary and consistently enforces appropriate consequences.  
 o Student behavior is consistent with established rules/norms.  
 o Students promote behavior that supports a productive learning environment. |
| **Notes:**     |                                |
| **2.6** Maximizes the amount of time spent on learning by effectively managing routines and transitions, and maintains focus on the learning objectives. | o Instructional time is lost due to the lack of established routines.  
 o Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions.  
 o All necessary instructional materials are not readily available.  
 o Routines have been established but may not be efficient.  
 o Instructional arrangements are planned but some instructional time is lost because the teacher continually redirects students through transitions.  
 o Materials are available but there are no established procedures for their access or use.  
 o Manages established routines and transitions to increase learning time but some students may require some assistance from the teacher.  
 o Materials are organized and available and students know how to access them with minimal direction from the teacher.  
 o Manages established routines and transitions to maximize student learning time and promote student independence. |

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Clinton Public Schools  
34  
Teacher Evaluation & Professional Learning Plan
## DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
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| 2.7 Establishes a safe, orderly and attractive physical environment that is conducive to learning. | o Bulletin boards are bare or have outdated or old/faded information that is not engaging. The room shows lack of concern.  
o Clutter abounds or the room looks abandoned.  
o There is poor alignment between the physical environment and the learning activities.  
o Classroom bulletin boards are utilized and have school or classroom-related information posted.  
o Organization of the room is neat, safe and conducive to learning.  
o Bulletin boards and displays include student interest materials, student work samples or content appropriate materials.  
o The room is neat and organized and the teacher attempts to arrange the physical environment to suit learning activities.  
o Bulletin boards and displays are frequently updated with student interest materials, work samples or content appropriate materials.  
o The furnishings are thoughtfully arranged to maximize a positive learning environment and to adjust to varied learning activities.  
o The room is neat, safe, cheery and inviting. |

Notes: 

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Clinton Public Schools  
35  
Teacher Evaluation & Professional Learning Plan
DOMAIN 3: Planning for Active Learning

CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher _______________________________________________     Year __________  __________  __________

**Domain 3:** Planning for Active Learning: Plans instruction in order to engage students in challenging, meaningful, and relevant learning and to develop foundation skills and competencies that empower students to embrace the future.

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<tr>
<th>CPS Indicators</th>
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| 3.1 Determines students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. | o Uses general understanding of the content, not data about the students' learning needs, to plan instruction.  
  o Instructional plans are generally not differentiated and/or not at an appropriate level of challenge.  
  o Uses general understanding of students' prior content knowledge and skills to plan instruction.  
  o Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students.  
  o Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction.  
  o Instructional plans incorporate strategies for differentiation but may not ensure an appropriate level of challenge for all students.  
  o Analyzes student performance data to determine individual learning needs and plan instruction.  
  o Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning. |

Notes:

3.2 Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.  
*CCT 3.2, 3.3, 3.5, 3.6 & 3.8*  
| o Develops discrete lessons and activities related to specific skills in the curriculum.  
  o Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests.  
  o Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by:  
    - using strategic questions for discourse or inquiry based learning;  
    - anticipating and teaching to content misconceptions;  
    - making real world, career, or global connections with |

o Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by:  
  - using strategic questions for discourse or inquiry-based learning;  
  - anticipating and teaching to content misconceptions;
### DOMAIN 3: Planning for Active Learning

**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

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<tr>
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<tbody>
<tr>
<td>3.3 Promotes the development and application of skills with conceptual understanding, and anticipates students' content misconceptions.</td>
<td>- the content; or - making interdisciplinary connections.</td>
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</table>

- Unit and lesson plans do not include opportunities to demonstrate understanding or apply skills.
- Proceeds without considering or addressing misunderstandings and misconceptions that students might have about the content being taught.
- Unit and lesson plans show limited evidence of opportunities for students to demonstrate understanding or apply their learning in a new situation.
- Has thoughts about ways that students might become confused about the content being taught, but does not plan or address them within the lesson.
- Unit and lesson plans include opportunities for students to summarize their learning and apply it in a different context.
- Anticipates possible misconceptions or misunderstandings that students might have about the content, and addresses them with students.
- Unit and lesson plans involve students in summarizing and internalizing what they learn and applying their understandings to real-life situations.
- Anticipates misconceptions or misunderstandings that students might have about the content, and consciously plans to address and clarify them within the context of the lesson.

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<tr>
<td>3.4 Selects appropriate assessment strategies to monitor ongoing student progress.</td>
<td>- Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals.</td>
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</table>

- Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress.
- Plans to provide students with information about their current progress, including general strengths and areas of need.
- Plans include sharing assessment criteria with students.
- Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards to monitor and evaluate students' learning.
- Plans strategies to engage students in using assessment criteria to assess their own work.
- Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning.
- Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time.
## DOMAIN 3: Planning for Active Learning

**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

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| **3.5** Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.                                                                                   |   ○ Lessons do not include varied instructional strategies or groupings.  
   ○ Classroom activities do not include higher-order thinking or problem solving.  
   ○ A limited number of effective instructional strategies are selected and students are rarely engaged in classroom activities that involve higher-order thinking and/or problem solving.  
   ○ Students occasionally work in small-groups.  
   ○ Lessons include varied instructional strategies, materials and groupings that engage students in their learning.  
   ○ Critical-thinking and problem solving activities are incorporated into unit and lesson plans.  
   ○ Lessons include the use of highly effective instructional strategies, materials and groupings to involve and motivate students. Selected learning strategies include models that lead to thoughtful synthesis and analysis by students.                                                                                         |
| Notes:                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| **3.6** Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.                                |   ○ Lessons involve rote learning with no extension or application.  
   ○ Discrete learning activities are included to provide opportunities to apply learning to real world situations.  
   ○ Lessons include opportunities for students to clearly connect learning to other content areas and current events to create meaning and increased understanding for students.  
   ○ Lessons consistently connect learning to other content areas and current events and include opportunities for students to explore and demonstrate their content understanding in the context of real-world applications.                                                                                                                                      |
| Notes:                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| **3.7** Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone. CTT 3.7                                                                                     |   ○ Identifies academic or behavioral concerns without a defined plan of intervention.  
   ○ Prepares to address targeted academic or behavioral concerns.  
   ○ Plans to document anticipated responses to strategy/use of materials.  
   ○ Selects or designs supplemental or specialized instructional or behavioral interventions.  
   ○ Discusses data with colleagues to inform planning for interventions.  
   ○ Selects or designs supplemental or specialized instructional or behavioral interventions.  
   ○ Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions.                                                                                                                                                                                                                                                                                                                                                     |
## DOMAIN 3: Planning for Active Learning
### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

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</table>
| **3.8 Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.** | **o** Rote work in workbook or worksheet form is used and replaces more thoughtful inquiry and response opportunities.  
**o** Questions reflect low expectations and do not involve student-to-student discussions.  
**o** Questioning and inquiry-based strategies sometimes require students to think, problem-solve and defend thoughts and opinions.  
**o** Student-to-student discourse and questioning is limited and rarely moves student thinking forward.  
**o** Lesson Plans incorporate questioning that reflects high expectations for students and requires them to think, problem-solve and defend conjectures and opinions.  
**o** A variety of questioning techniques are utilized to encourage student-to-student discussions and move student thinking forward.  
**o** The teacher makes deliberate choices about lessons and embeds thoughtful, open-ended, discourse and inquiry-based activities for students that appropriately challenge and engage.  
**o** A variety of questioning techniques are utilized to foster and develop student-to-student discussions and move student thinking forward. |

Notes:
**DOMAIN 3: Planning for Active Learning**  
**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

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</table>
| 3.9 Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills.  
*L* — *Literacy*  
*N*— *Numeracy* |  
- **(L)** Plans to include use of strategies and materials that focus on either:  
  - literal comprehension of content, or  
  - process and structure of writing/communicating ideas.  
- **(N)** Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area.  
- **(N)** Plans to include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students’ ability to represent, interpret and analyze data and/or to solve mathematical problems.  
- **(L & N)** Plans to include use of resources to support students’ understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.  

*Notes:*
**DOMAIN 4: Instruction for Active Learning**  
**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

Teacher______________________________________________ Year __________   __________   __________

**Domain 4: Instruction for Active Learning:** Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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<tr>
<th>CPS Indicators</th>
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</table>
| 4.1 Establishes and communicates clearly defined objectives and long- and short-term goals for learning that are linked to district curriculum learning expectations. | o District curricula are not implemented properly.  
o Lesson objectives are not defined and activities are disjointed.  
o Instruction is based on district curriculum learning expectations.  
o Students are informed of the lesson objectives and goals for learning.  
o Instruction is directly linked to district curriculum learning expectations.  
Students understand how lesson components relate to the objective and why they are doing activities. Some connections to prior and future learning are made.  
o Instruction is directly linked to district curriculum learning expectations.  
Students understand how the lesson relates to previous learning and where future lessons will take them. Students understand learning goals, see connections and can explain them. |

**Notes:**

| 4.2 Uses district-approved materials and resources that are compatible with student needs and abilities. | o Materials and resources selected do not effectively support the instructional goals or engage students in meaningful learning.  
o The materials may be too hard or too easy and no adjustments are made.  
o Materials and resources utilized with students are those readily available in the classroom.  
o Some awareness of varied student needs or abilities is evident in the materials chosen.  
o The materials selected are high quality and are chosen because they are aligned with the curriculum and help to promote student interest and address varying ability levels in the classroom.  
o The materials selected are high quality and are chosen because they are aligned with the curriculum and are matched with student interest and ability levels.  
Materials that are differentiated for all learning needs, styles and abilities are consistently provided. |

**Notes:**
## DOMAIN 4: Instruction for Active Learning

### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

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</table>
| 4.3 Uses a variety of evidence-based instructional strategies to enable students to apply and construct new learning. | o Teaches content of the general curriculum with limited consideration of student learning.  
o Instruction engages students primarily in learning lower level skills.  
o Uses strategies that are based on general knowledge or data about student learning.  
o Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning.  
o Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning.  
o Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning.  
o Uses instructional strategies that are explicit, varied, and scaffold instruction; are based on specific data about student learning, and consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts. |

**Notes:**

### 4.4 Uses technological and digital resources strategically to support learning.

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| 4.4 Uses technological and digital resources strategically to support learning. | o Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc.)  
o Promotes use of technological or digital resources to help students access, organize and present information.  
o Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats.  
o Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to  
o Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities.  
o Requires evidence that students are critical consumers of information accessed through a variety of media formats.  
o Monitoring provides ongoing support to help students analyze, interpret and communicate information in order to demonstrate and apply learning. |

**Notes:**
## DOMAIN 4: Instruction for Active Learning

### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

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<tbody>
<tr>
<td>4.5 Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and inquiry-based learning.</td>
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</tbody>
</table>
  - Primarily provides information to students.  
  - Uses questions and activities that focus on recall and comprehension of information.  
  - Uses instructional strategies that focus on having students develop skills.  
  - Discussions are generally teacher directed and beginning to focus on more open ended questions.  
  | Uses instructional strategies that scaffold learning by focusing on a balance of lower level and higher level skills and concepts.  
  | Engages students in active learning activities such as discourse or inquiry-based learning activities with teacher guidance.  
  - Consistently facilitates students' engagement in active learning strategies leading to student independence.  |
| CCT 4.2 |  
  |  |

**Notes:**

| 4.6 Varies the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students. |  
  - Primarily directs students through learning activities.  
  - Teacher takes responsibility for instructional and non-instructional tasks.  
  - Provides opportunities for questioning/clarification of content and to discuss concepts presented.  
  - Provides opportunities for students to take responsibility for non-instructional tasks.  
  - Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented.  
  - Provides opportunities for students to take responsibility for some learning activities.  
  - Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning.  
  - Provides opportunities for students to develop and facilitate individual and collaborative learning activities.  |

**Notes:**
### DOMAIN 4: Instruction for Active Learning  
**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

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</table>
| 4.7 Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents. | o Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement.  
 o Supplemental intervention for students who need academic or behavioral support is provided solely by others.  
 o Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching.  
 o Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner.  
 o Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials.  
 o Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students who need academic or behavioral supports. |
|                                                                                                   | o Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness.  
 o Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon student response. |

**Notes:**

4.8 Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks.  
 o Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective).  
 o Few instructional adjustments are made.  
 o Monitoring focuses on whole class development of skills.  
 o Instructional adjustments (during and between lessons) focus primarily on pacing and procedures.  
 o Monitoring focuses primarily on data relative to progress of groups of students.  
 o Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions. (during and between lessons) are based on group struggles or progress with content or skills.  
 o Monitoring focuses primarily on specific data relative to progress of individuals and groups of students.  
 o Instructional adjustments (during and between lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students.
## DOMAIN 4: Instruction for Active Learning
### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9 Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.</td>
<td>o Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate.</td>
</tr>
<tr>
<td></td>
<td>o Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general.</td>
</tr>
<tr>
<td></td>
<td>o Provides feedback to students about the quality of their work/performance that is specific and accurate and reinforces effective practices and understanding.</td>
</tr>
<tr>
<td></td>
<td>o Provides feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking.</td>
</tr>
</tbody>
</table>

Notes:

- **Evidence based** strategies are instructional decisions made based on available evidence or data of learners' skill level, academic or behavioral needs.

- **Explicit** means the teacher introduces and explains skills, concepts or materials clearly and is explicit about what is to be done, said or written rather than leaving it to learners to make inferences from experiences or possible misconceptions.

- **Scaffolding** is the supportive process that enables a child or novice to solve a problem or carry out a task which they could not complete on their own without assistance. Scaffolding closely relates to Vygotsky's theory about zone of proximal development, means the "area between what children can do independently and what they can do with assistance. Given repeated experiences, a child internalizes the collaborative form of the mental processes and is able to engage in them alone or in new contexts. As students develop the new skill or content, the teacher "gradually releases responsibility, with students assuming increased responsibility. Teachers should balance scaffolding students' learning enough so that support is not withdrawn too quickly and the student does not give up on the task or fail at it. (Clark and Graves, 2005)

- **Rigorous** learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings. (Wagner, 2006)
DOMAIN 4: Instruction for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

- **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to **higher order** thinking skills:
  - **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory
  - **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining
  - **Applying**: Carrying out or using a procedure through executing or implementing.
  - **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
  - **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
  - **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

- **Differentiated instruction** is an approach to teaching that emphasizes ways to meet the differing needs and abilities of students within the same class in the general education setting and is the primary provision of Tier I practices of the Scientific Research Based Interventions (SRBI) Framework to support students with academic or behavioral needs. Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms. Source: Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching.* Alexandria, VA: Association for the Supervision of Curriculum Development. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Source: Differentiated Instruction: [http://www.cast.org/publications/ncac/ncac_diffinstruc.htm](http://www.cast.org/publications/ncac/ncac_diffinstruc.htm)

- **Supplemental Interventions** are provided in addition to, not in lieu of, general core academic instruction in the primary classroom. Supplemental interventions involve explicit teaching in a student's focus area(s) needing improvement, or directly addressing the function of a student's inappropriate behavior, for example, through social skills training. Simply repeating the same curriculum and instruction with which the student has already failed, such as retention in grade, or superficial classroom accommodations (e.g., changes in seating arrangements, reduction in number of assigned math problems) do not constitute interventions. Supplemental interventions are provided to students failing to meet important academic or behavioral expectations and who have not responded to Tier I differentiated instruction practices in the general education class.

- Teachers vary their roles by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.
**DOMAIN 5: Assessment for Learning**

**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

Teacher_________________________________________   Year __________   __________   __________

**Domain 5: Assessment for Learning: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:**

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Understands the different assessment purposes and types that capture the complexity of student learning across the hierarchy of cognitive skills</td>
<td>o Summative quizzes, tests and homework are the primary modes of assessment.</td>
</tr>
<tr>
<td></td>
<td>o Summative quizzes, tests and homework are the primary modes of assessment, although attempts are made to incorporate some nontraditional assessments such as projects or reports.</td>
</tr>
<tr>
<td></td>
<td>o Incorporates various forms of assessment that include: demonstrations, open-ended problems/tasks, performance-based tasks, projects and some traditional testing and assessment formats.</td>
</tr>
<tr>
<td></td>
<td>o Purposefully incorporates a variety of assessment methods. Varied formats for assessment are used and are matched to learning expectations. These may include demonstrations, open-ended problems/tasks, performance-based tasks, projects and some traditional testing.</td>
</tr>
</tbody>
</table>

Notes

| 5.2 Uses and/or designs a variety of formative and summative assessments and criteria that align with district curriculum learning expectations and consider diverse learning styles | o Relies primarily on summative (final) assessments to report performance or assign grades.                     |
|                                                                                                                        | o Assessments do not provide students varied opportunities to demonstrate their learning in different ways. |
|                                                                                                                        | o Uses ongoing and summative assessments to measure how students perform relative to daily learning or unit objectives that result in instruction that is either repeated or continued with minimal adjustment. |
|                                                                                                                        | o Assessments are occasionally varied to provide different ways for students to demonstrate their learning. |
|                                                                                                                        | o Uses formative and summative assessment data from pre- and post-assessments to inform subsequent planning and instruction to help students attain unit or curriculum standards. |
|                                                                                                                        | o Assessments provide different ways for students to demonstrate their learning.                         |
|                                                                                                                        | o Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. |
|                                                                                                                        | o Assessments are designed to provide students with alternative ways to demonstrate their learning.       |
## DOMAIN 5: Assessment for Learning

**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

<table>
<thead>
<tr>
<th>CPS Indicators</th>
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<tbody>
<tr>
<td><strong>Notes</strong></td>
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</tbody>
</table>

### 5.3 Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.

- Assessments primarily measure recall of information.
- Provides data on student growth, which is limited to summative assessment grades and task completion, without analysis about how to help improve student learning or behavior.

- Assessments measure knowledge and skills.
- Provides written data on student growth, which includes general information and inferences about student achievement or struggles with course curriculum standards.

- Assessments measure knowledge, skills and some concepts.
- Compiles data on student growth, based on multiple measures, which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational or behavioral skills.
- Identifies general instructional needs for additional focus, support or enrichment.

- Assessments continually measure knowledge, skills and critical concepts in the content area.
- Compiles data on student growth, based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances.
- Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students.

**Notes**
## DOMAIN 5: Assessment for Learning

### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5.4 Collaborates with colleagues to review and interpret assessment data and monitor and adjust instruction to ensure students' progress.</td>
<td>o Meets with colleagues to review assessment data but does not use information to inform instruction</td>
</tr>
</tbody>
</table>

### Notes

| 5.5 Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning. | o Assessment criteria are not clear and/or are communicated after the assessment. | o Feedback is generally provided as numerical or letter grades. | o Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. | o Teacher assists students in assessing their own work and/or the work of their peers. | o Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements. | o Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing the evaluation criteria or their own goals for achievement/progress. | o Students evaluate their own work or the work of their peers. | o Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements. |
## DOMAIN 5: Assessment for Learning
### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
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</thead>
<tbody>
<tr>
<td>5.6 Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress.</td>
<td>o Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage.</td>
</tr>
</tbody>
</table>

Notes
### DOMAIN 5: Assessment for Learning
**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

<table>
<thead>
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<th>CPS Indicators</th>
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</thead>
</table>
| 5.7 Uses academic, behavioral and health data to select and/or design interventions and assist in the development of individualized educational programs for students with disabilities. | - Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for students who exhibit academic or behavioral needs.  
- If applicable, has limited participation in the development of individualized educational programs. |
| | - Uses data from limited sources to develop intervention strategies.  
- If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs. |
| | - Uses multiple sources of data to collaborate with grade level or content colleagues in the development of interventions to monitor progress.  
- If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs. |
| | - Uses multiple sources of data and seeks support from specialists to monitor student progress and to design or refine interventions, including differentiated instruction.  
- If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs. |

**Notes**
The following two indicators are essential knowledge that is overarching to all indicators of this domain:

5.1 Teachers should understand the different purposes' and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills;

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

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

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

3. **The hierarchy** of cognitive skills (Bloom’s 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to higher order thinking skills:
   - **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
   - **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
   - **Applying**: Carrying out or using a procedure through executing or implementing.
   - **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
   - **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
   - **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.
**DOMAIN 6: Professional Responsibilities and Teacher Leadership**

CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher______________________________________________ Year __________ __________ __________

**Domain 6: Professional Responsibilities and Teacher Leadership:** Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership.

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
</tr>
</thead>
</table>
| 6.1 Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning. | o Does not engage in self-reflection or review of personal teaching practice. Does not show any attempts to develop new methods or instructional approaches in order to produce measurable results.  

   o Reflects upon current practice, but does not connect that to the development of instructional practices that produce measurable results in student learning.  

   o Reflects upon current practice and identifies appropriate professional development goals and new instructional practices that will produce increases in student learning.  

   o Uses a variety of reflective approaches (personal records/journals, peer/administrative feedback, student work, etc) to identify important professional development goals and implements practices that positively impact student achievement and student learning. |

Notes:

| 6.2 Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of all students. | o Does not willingly/actively participate in required professional development opportunities, and resists applying any of the teaching practices in the classroom with students.  

   o Participates in required professional development and applies some of that learning to attempt to meet the needs of all students.  

   o Takes advantage of opportunities for professional development that are provided by the school or district that enhance skills related to differentiation of instruction and meeting the needs of all students.  

   o Uses reflective approaches to identify important professional development goals. Goals identified are related to student achievement or other important areas related to school/district goals and direction and are defined so as to be ambitious but achievable in measurable terms. |

Notes:
### DOMAIN 6: Professional Responsibilities and Teacher Leadership

**CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL**

<table>
<thead>
<tr>
<th>CPS Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>6.3 Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.</strong></td>
<td>- Makes other staff members and other stakeholders uncomfortable with negativity or lack of trustworthiness. May set others up, betray confidences, or criticize others. Is known to be confrontational or distant.</td>
</tr>
</tbody>
</table>

**Notes:**

| **6.4 Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.** | - Rarely extends self for working collaboratively or solving problems related to student performance, curriculum or instruction. | - Attends required meetings related to examining data and instructional practice. |
| | - Has difficulty reflecting on practice and analyzing feedback without becoming defensive. | - Reflects on practice, analyzes data and listens openly to feedback provided by colleagues and administrators. |
| | - Is likely to be highly critical of solutions that are proposed by others and displays biting negativity. | - Is likely to be critical of solutions proposed by others. |
| | - Is likely to be highly critical of solutions that are proposed by others and displays biting negativity. | - Is open to new ideas and approaches to existing problems. |
| | - Frequently extends self for working collaboratively or solving problems related to student performance, curriculum or instruction. | - Actively participates in meetings and committees designed to examine data, instruction and curriculum. |
| | - Reflects on practice, analyzes data and listens openly to feedback provided by colleagues and administrators. | - Reflects on practice and analyzes data and feedback without bias. |
| | - Frequent difficulty reflecting on practice and analyzing feedback without becoming defensive. | - Listens effectively to other viewpoints, shares ideas and works with others to forge collaborative solutions to problems. |
### DOMAIN 6: Professional Responsibilities and Teacher Leadership

#### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
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<td>Notes:</td>
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</tbody>
</table>

- **6.5 Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.**

  - o Meets infrequently with colleagues and others to monitor and discuss student progress and resists efforts to implement plans to address and monitor instructional and behavioral interventions.
  - o Meets with colleagues and others to monitor and discuss student progress, but does not present adequate data or feedback to monitor instructional and behavioral interventions. Shows resistance to ideas and implementation plans.
  - o Meets regularly with colleagues and others to monitor and discuss student progress, and collects and maintains adequate data to monitor the impact of instructional and behavioral interventions. Accepts feedback and suggestions and is willing to make adjustments to planned interventions.
  - o Meets regularly with colleagues and others to monitor and discuss student progress, and collects and maintains adequate data to monitor the impact of instructional and behavioral interventions. Actively seeks out feedback and suggestions and provides insight for adjusting or planning interventions.

1 Organizational structures include, but are not limited to, grade level teams, departments, committees, learning communities, common collaboration or planning time, multidisciplinary teams, etc.
## DOMAIN 6: Professional Responsibilities and Teacher Leadership

### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
</tr>
</thead>
</table>
| 6.6 Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning. | ○ Report cards and progress reports provide limited information and lack comments.  
○ No communication outside of established grade reporting timelines. Parents are often surprised by student progress information as no communication about difficulty or failure previewed the grades.  
○ Grades can sometimes not be substantiated by adequate data. No encouragement is made for families to participate.  
○ The teacher uses progress reports, report cards and other means of communication (email, phone calls, the web, notes, newsletters, student agendas, etc) to provide parents and students with information about student progress.  
○ The teacher not only extends efforts to have a high level of participation in scheduled conferences, but is willing to be flexible in meeting with or talking with families at other times. Conferences are well-planned, provide accurate and thorough information about student progress and may involve students. |

**Notes:**

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Clinton Public Schools

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Teacher Evaluation & Professional Learning Plan
### DOMAIN 6: Professional Responsibilities and Teacher Leadership

#### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
<th>Continuum of Effective Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7 Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.</td>
<td>- Violates the legal rights of students by not following the requirements of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP). - Does not have a full understanding of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP), and fails to uphold and follow-through on all components and requirements of those plans. - Demonstrates understanding of all requirements of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP) and effectively implements the components of those plans. - Thoroughly understands all requirements of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP) and effectively implements the components of those plans. The teacher seeks creative and appropriate student interventions within and beyond the classroom walls when applying the SRBI or IEP plan.</td>
</tr>
</tbody>
</table>

**Notes:**

| 6.8 Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology in a professional and ethical manner. | - Acts in an ethically questionable manner, uses poor judgment, and frequently acts unprofessionally. - Violates board policy and uses communication technology (email, blogs, social media, etc) in a manner that is professionally inappropriate and/or violates boundaries. - Occasionally demonstrates poor judgment or acts in an unprofessional manner. - Adheres to board policies and typically uses communication technology (email, blogs, social media, etc) appropriately. - Is ethical, honest and uses good judgment. - Adheres to board policy and professional practice in using communication technology (email, blogs, social media, etc) appropriately. - Is ethical, honest and uses impeccable judgment. Adheres to board policy and professional practice in using communication technology (email, blogs, social media, etc) appropriately. |

**Notes:**
## DOMAIN 6: Professional Responsibilities and Teacher Leadership
### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>CPS Indicators</th>
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</thead>
</table>
| 6.9 Maintains high standards for the selection, protection and management of school resources. | o Uses materials even when they are a mismatch to curriculum and student needs. The materials may be outdated or inappropriate. Book loss may be high, equipment frequently broken and furnishings may be misused. Frequent replacements are needed. The teacher does not seek to find new and better materials.  
o Routinely uses school time and resources for personal use (telephone, copier, computer, etc)  
o Uses materials provided to them and has a system in place to manage the inventory and use of those materials. Some damage, loss and misuse of property occurs.  
o Sometimes uses school time and resources for personal use (telephone, copier, computer, etc).  
o Uses good criteria for selecting materials that are aligned with curriculum and student levels/interests. An effective system for managing inventory and use of the materials is in place and is understood by students.  
o Is conscientious about using school time and resources only for professional use. |

**Notes:**
- 6.9 Maintains high standards for the selection, protection and management of school resources.

| 6.10 Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner. | o Has an ongoing pattern of frequent and sporadic absences that are not supported by valid health problems. Is late to school, class, meetings, etc.  
o Reports are error laden and reflect a lack of attention to detail and accuracy. Lateness and omission are part of the profile. The teacher regularly needs reminders to meet established deadlines.  
o Has few absences and is generally on time for class, meetings, etc.  
o Reports sometimes need to be revised due to a lack of attention to detail and accuracy. The teacher sometimes needs reminders to meet established deadlines.  
o Has few absences and a strong pattern of attendance and arriving on time for class, meetings, etc.  
o Meets all obligations on time and rarely submits anything with any error. The teacher does not need prompting to meet established deadlines.  
o The teacher is keenly aware of how important his/her presence is in the classroom. Absences are rare and the teacher is always on time for class, meetings, etc.  
o Meets all obligations on time and rarely submits anything with any error. The teacher does not need prompting to meet established deadlines. |

**Notes:**
## DOMAIN 6: Professional Responsibilities and Teacher Leadership

### CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

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<tr>
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<tbody>
<tr>
<td>6.11 Maintains sensitive information with confidentiality.</td>
<td>o Often seeks out news, is nosy and discusses information about student performance or student, staff and/or parent personal matters with others.</td>
</tr>
</tbody>
</table>

**Notes:**


**Notes:**
### Observation Tool

**Pre-Observation Form**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>School/Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Preconference Date:</td>
<td>Grade and/or Level:</td>
</tr>
<tr>
<td>Observation Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>School Year:</td>
<td></td>
</tr>
</tbody>
</table>

1. **Content and Essential Skills** (inclusion of curriculum-based learning expectations, and content area literacy &/or numeracy and technology)

2. **Classroom Environment, Student Engagement** (expectations for students that promote and facilitate learning)

3. **Planning for Active Learning**: (what is the specific focus for the lesson)

4. **Instruction for Active Learning** (Description of lesson, choice of instructional strategies, and learning activities)

5. **Assessment for Learning** (monitoring student understanding strategies and assessments)

6. **Professional Responsibilities and Teacher Leadership** (professionalism and collaboration)

7. **Observation-** Is there anything you think the evaluator needs to know about the students, room, recent events, etc.?

8. **Observation-** Is there any particular area that you would like the evaluator to look for or focus on during the observation of the lesson?

---

**Teacher Signature**

__________________________

**Date**

__________________________

**Evaluator’s Signature**

__________________________

**Date**
Clinton Public Schools
Observation Tool

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
<th>Time:</th>
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<tbody>
<tr>
<td>Evaluator:</td>
<td>Subject:</td>
<td></td>
</tr>
</tbody>
</table>

Clinical [ ] Classroom [ ]

*(check one)*

## Domain 1: Content and Essential Skills

**Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.**

1.1. Demonstrates proficiency in reading, writing, and mathematics skills.

1.2. Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.

1.3. Uses developmentally appropriate verbal and non-verbal and technological communications.

1.4. Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.

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

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

**Identify and provide examples from the lesson that represent the competencies listed above.**

**Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.**
Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

<table>
<thead>
<tr>
<th>Promotes student engagement, independence and interdependence in learning by facilitating a positive learning community:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.</td>
</tr>
<tr>
<td>2.2. Promotes engagement and enthusiasm for learning in the classroom.</td>
</tr>
<tr>
<td>2.3. Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.</td>
</tr>
<tr>
<td>2.4. Provides the development and application of appropriate social skills to develop students’ social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.</td>
</tr>
<tr>
<td>2.5. Ensures that appropriate standards of behavior are explicit and applied consistently and with reasonable consequences in order to support a productive learning environment for all students.</td>
</tr>
<tr>
<td>2.6. Maximizes the amount of time spent on learning by effectively managing routines and transitions and maintains focus on the learning objectives.</td>
</tr>
<tr>
<td>2.7. Establishes a safe, orderly and attractive physical environment that is conducive to learning.</td>
</tr>
</tbody>
</table>

Identify and provide examples from the lesson that represent the competencies listed above:

Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.
**Domain 3: Planning for Active Learning**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.</td>
<td>Determines students’ prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.</td>
</tr>
<tr>
<td>3.2.</td>
<td>Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students’ prior knowledge, skills and interests and engage students in the work of the discipline.</td>
</tr>
<tr>
<td>3.3.</td>
<td>Promotes the development and application of skills with conceptual understanding, and anticipates students’ content misconceptions.</td>
</tr>
<tr>
<td>3.4.</td>
<td>Selects appropriate assessment strategies to monitor ongoing student progress.</td>
</tr>
<tr>
<td>3.5.</td>
<td>Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.</td>
</tr>
<tr>
<td>3.6.</td>
<td>Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.</td>
</tr>
<tr>
<td>3.7.</td>
<td>Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.</td>
</tr>
<tr>
<td>3.8.</td>
<td>Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.</td>
</tr>
<tr>
<td>3.9.</td>
<td>Includes strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.</td>
</tr>
</tbody>
</table>

Identify and provide examples from the lesson that represent the competencies listed above:

Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.
## Domain 4: Instructions for Active Learning

<table>
<thead>
<tr>
<th>Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills &amp; competencies that empower students to embrace the future:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Establishes and communicates clearly defined objectives and long and short-term goals for learning that are linked to district curriculum learning expectations.</td>
</tr>
<tr>
<td>4.2. Uses district approved materials and resources that are compatible with student needs and abilities.</td>
</tr>
<tr>
<td>4.3. Uses a variety of evidence-based strategies to enable students to apply and construct new learning.</td>
</tr>
<tr>
<td>4.4. Uses technological and digital resources strategically to promote learning.</td>
</tr>
<tr>
<td>4.5. Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and inquiry-based learning.</td>
</tr>
<tr>
<td>4.6. Varies the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.</td>
</tr>
<tr>
<td>4.7. Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.</td>
</tr>
<tr>
<td>4.9. Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.</td>
</tr>
</tbody>
</table>

**Identify and provide examples from the lesson that represent the competencies listed above:**

**Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.**
## Domain 5: Assessment for Learning

<table>
<thead>
<tr>
<th>Uses multiple measures to analyze student performance and to inform subsequent planning and instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. Understands the different purposes and types that capture the complexity of student learning across the hierarchy of cognitive skills.</td>
</tr>
<tr>
<td>5.2. Uses and/or designs a variety of formative and summative assessments that align with district curriculum learning expectations and consider diverse learning styles.</td>
</tr>
<tr>
<td>5.3. Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.</td>
</tr>
<tr>
<td>5.4. Collaborates with colleagues to review and interpret assessment data and monitor and adjust instruction to ensure students’ progress.</td>
</tr>
<tr>
<td>5.5. Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.</td>
</tr>
<tr>
<td>5.6. Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress.</td>
</tr>
<tr>
<td>5.7. Uses academic, behavioral and health data to select and/or design interventions and assist in the development of individualized education programs for students with disabilities.</td>
</tr>
</tbody>
</table>

**Identify and provide examples from the lesson that represent the competencies listed above:**

**Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.**
## Domain 6: Professional Responsibilities and Teacher Leadership

Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.</td>
</tr>
<tr>
<td>6.2</td>
<td>Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of all students.</td>
</tr>
<tr>
<td>6.3</td>
<td>Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.</td>
</tr>
<tr>
<td>6.4</td>
<td>Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.</td>
</tr>
<tr>
<td>6.5</td>
<td>Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.</td>
</tr>
<tr>
<td>6.6</td>
<td>Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning.</td>
</tr>
<tr>
<td>6.7</td>
<td>Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.</td>
</tr>
<tr>
<td>6.8</td>
<td>Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology in a professional and ethical manner.</td>
</tr>
<tr>
<td>6.9</td>
<td>Conducts themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators.</td>
</tr>
<tr>
<td>6.10</td>
<td>Maintains high standards for the selection, protection and management of school resources.</td>
</tr>
<tr>
<td>6.11</td>
<td>Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner.</td>
</tr>
<tr>
<td>6.12</td>
<td>Maintains sensitive information with confidentiality.</td>
</tr>
</tbody>
</table>

Identify and provide examples from the lesson that represent the competencies listed above:

Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.
Post Observation Conference Documentation

Discussion Points: Include summary points of the post-observation conference discussion (for clinical observation use).

Post observation requested: Yes [ ] No [ ]

Administrator Signature ___________________________ Date __________

Teacher Signature ___________________________ Date __________
## Domain 1: Content and Essential Skills

<table>
<thead>
<tr>
<th>Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Demonstrates proficiency in reading, writing, and mathematics skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2. Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.</td>
<td></td>
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</tr>
<tr>
<td>1.3. Uses developmentally appropriate verbal, non-verbal and technological communications.</td>
<td></td>
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</tr>
<tr>
<td>1.4. Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5. Demonstrates understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6. Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Identify and provide evidence or examples to support the overall rating in this domain.*
## Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

<table>
<thead>
<tr>
<th>Promotes student engagement, independence and interdependence in learning by facilitating a positive learning community:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.2. Promotes engagement and enthusiasm for learning in the classroom.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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</tr>
<tr>
<td>2.3. Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.4. Provides the development and application of appropriate social skills to develop students’ social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.5. Ensures that appropriate standards of behavior are explicit and applied consistently and with reasonable consequences in order to support a productive learning environment for all students.</td>
<td>[ ]</td>
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<tr>
<td>2.6. Maximizes the amount of time spent on learning by effectively managing routines and transitions and maintains focus on the learning objectives.</td>
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<td>2.7. Establishes a safe, orderly and attractive physical environment that is conducive to learning.</td>
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*Identify and provide evidence or examples to support the overall rating in this domain.*
### Domain 3: Planning for Active Learning

<table>
<thead>
<tr>
<th>Plans instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills &amp; competencies that empower students to embrace the future:</th>
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<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>3.1. Determines students’ prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.</td>
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<td>3.2. Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students’ prior knowledge, skills and interests and engage students in the work of the discipline.</td>
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<td>3.3. Promotes the development and application of skills with conceptual understanding, and anticipates students’ content misconceptions.</td>
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<td>3.4. Selects appropriate assessment strategies to monitor ongoing student progress.</td>
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<td>3.5. Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.</td>
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<td>3.6. Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.</td>
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<td>3.7. Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.</td>
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Identify and provide evidence or examples to support the overall rating in this domain.
Domain 4: Instruction for Active Learning

Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future:

- 4.1. Establishes and communicates clearly defined objectives and long and short-term goals for learning that are linked to district curriculum learning expectations.
- 4.2. Uses district approved materials and resources that are compatible with student needs and abilities.
- 4.3. Uses a variety of evidence-based strategies to enable students to apply and construct new learning.
- 4.4. Uses technological and digital resources strategically to promote learning.
- 4.5. Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and inquiry-based learning.
- 4.6. Varies the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.
- 4.7. Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.
- 4.9. Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.

Identify and provide evidence or examples to support the overall rating in this domain.
**Domain 5: Assessment for Learning**

Uses multiple measures to analyze student performance and to inform subsequent planning and instruction:

<table>
<thead>
<tr>
<th>1</th>
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5.1. Understands the different purposes and types that capture the complexity of student learning across the hierarchy of cognitive skills.

5.2. Uses and/or designs a variety of formative and summative assessments that align with district curriculum learning expectations and consider diverse learning styles.

5.3. Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.

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

5.5. Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.

5.6. Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress.

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

*Identify and provide evidence or examples to support the overall rating in this domain.*
Teacher Evaluation  
Teacher Summative Evaluation

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
<th>Year:</th>
</tr>
</thead>
</table>

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

Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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6.1. Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.
6.2. Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of all students.
6.3. Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.
6.4. Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.
6.5. Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.
6.6. Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning.
6.7. Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.
6.8. Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology in a professional and ethical manner.
6.9. Conducts themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators.
6.10. Maintains high standards for the selection, protection and management of school resources.
6.11. Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner.

*Identify and provide evidence or examples to support the overall rating in this domain.*
Specific areas of strength/contributions:

Specific areas for continued growth (ratings 1 or 2 must be explained here):

Rating:

☐ Exemplary  ☐ Proficient  ☐ Developing  ☐ Below Standard

Evaluator Signature  Date  Teacher Signature  Date
# Classroom Walk-Through Tool

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date</th>
<th>Evaluator:</th>
<th>Time:</th>
<th>Subject:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

## Content and Essential Skills
Does the teacher demonstrate command of content knowledge?

## Classroom Environment, Student Engagement and Commitment to Learning
How does the classroom environment support learning?

- [ ] Student work displayed
- [ ] Rubrics/vocabulary posted
- [ ] Classroom rules/expectation displayed
- [ ] Safe and orderly
- [ ] Are students engaged in the activity teacher designed?

## Planning for Active Learning
Content: What is the objective of the lesson?:

- [ ] Appropriate lesson/content/objective/tasks
- [ ] On target for grade level
- [ ] Objective displayed or clearly evident

Alignment: Is the lesson aligned with the district curriculum standard?

## Instruction for Active Learning
Context: What is the teacher doing? What are the students doing? What instructional strategy is being applied to help students learn?

- [ ] Addressing students needs/learning styles
- [ ] Check for understanding/feedback
- [ ] Prior knowledge
- [ ] Classroom management/routines
- [ ] Small group instruction
- [ ] Cooperative learning
- [ ] Differentiated instruction
- [ ] Teacher demonstration

Cognitive Level: What level of thinking is required?

- [ ] Lower (Knowledge/comprehension)
- [ ] Middle (Application/analysis)
- [ ] Higher (Synthesis/evaluation)

Technology Integration: How is the teacher integrating technology in the lesson to enhance student learning? How are students using technology to enhance/expand their knowledge and understanding?

- [ ] SmartBoard
- [ ] LCD Projector
- [ ] Computer Research
- [ ] Word Processing
- [ ] Project Creation

## Assessment for Learning
Formative: What types of assessments are being applied to inform instructional decisions?

Summative: What types of assessments are being used to evaluate learning?

## Comment/Reflective Question

- [ ] Need to follow up
- [ ] Copy to Teacher

Date:

copies to:
# Clinton Public Schools
## Professional Learning Plan

### Summary Sheet

<table>
<thead>
<tr>
<th>Staff Member:</th>
<th>School Assignment:</th>
<th>Subject Area:</th>
<th>School Year:</th>
</tr>
</thead>
</table>

### District Goal Link:
- [ ] Develop literacy in core disciplines to ensure quality learning experiences and achievement.
- [ ] Embed the application of knowledge and skills in all learning experiences and new situations.
- [ ] Develop and implement high-performing collaborative teams focused on improving teaching and learning.
- [ ] Provide a safe environment and modern, flexible facilities that support the district's educational mission.

### School Goal Link:
- [ ]

### Section A  
Student Performance Goal (Curriculum-based):

### Section B  
Student Performance Goal (Foundation Skills & Competencies):

### Section C  
Teacher Learning Goal:

<table>
<thead>
<tr>
<th>CPS Domain:</th>
<th>Content &amp; Essential Skills</th>
<th>Classroom Engagement</th>
<th>Planning for Learning</th>
<th>Instruction for Learning</th>
<th>Assessment for Learning</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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</tbody>
</table>

### Teacher Signature:  
Date Plan Submitted:  
Evaluator Signature:  
Date Plan Approved:  

*To be completed at mid-year.*

<table>
<thead>
<tr>
<th>Mid-year Conference Requested (Teacher):</th>
<th>Yes</th>
<th>No</th>
<th>Mid-year Conference Requested (Evaluator):</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
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</table>

Clinton Public Schools  
76  
Teacher Evaluation & Professional Learning Plan
## Section A

<table>
<thead>
<tr>
<th>Student Performance Goal Statement - Curriculum-based (What is the specific target/area for learning?)</th>
<th>Action Steps (Activities, Strategies &amp; Resources)</th>
<th>Evidence of Success (How will growth be measured?) (How will success be evident?)</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>.*</td>
<td>.*</td>
<td>.*</td>
<td></td>
</tr>
</tbody>
</table>

**Mid-Year Review:** (Summarize progress on stated goal-based on current Evidence of Success indicators):

**Results:** (Summarize the results based on stated Evidence of Success indicators):

**Reflections and Application** (How well did you achieve your goal and how will you apply your new learning to benefit yourself and your students?):


<table>
<thead>
<tr>
<th>Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Performance Goal Statement - Foundation Skills &amp; Competencies</strong> (What is the specific target/area for learning?)</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

**Mid-Year Review:** (Summarize progress on stated goal-based on current Evidence of Success indicators):

**Results:** (Summarize the results based on stated Evidence of Success indicators):

**Reflections and Application (How well did you achieve your goal and how will you apply your new learning to benefit yourself and your students?):**
**Clinton Public Schools**  
**Professional Learning Plan**

- Section C: Teacher Learning Goal -

### Section C

<table>
<thead>
<tr>
<th>Teacher Learning Goal Statement</th>
<th>Action Steps (Activities, Strategies &amp; Resources)</th>
<th>Evidence of Success (How will growth be measured?)</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What is the specific target/area for learning?)</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
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</table>

**Mid-Year Review:** (Summarize progress on stated goal-based on current Evidence of Success indicators):

**Results:** (Summarize the results based on stated Evidence of Success indicators):

**Reflections and Application** (How well did you achieve your goal and how will you apply your new learning to benefit yourself and your students?):

**Administrative Notes:**

**Rating:**

| □ | Exemplary |
| □ | Proficient |
| □ | Developing |
| □ | Below Standard |

**Evaluator Signature:** | **Date:** | **Teacher Signature:** | **Date:**

---

---
Notice of Transfer to Administrative Concern Level

Teacher: 

Evaluator(s): 

School/Assignment: 

Date: 

Please be informed that you are being placed on Administrative Concern Level because:

The goals of this strand are to: identify an area requiring additional focus and/or growth, develop a plan to remediate concern(s), and develop a timeline for achieving the outcome.

Please meet with me on (date) at (time) to develop the Action Plan.

Evaluator(s) 

Date

If the area needing growth and focus is not sufficiently addressed, placement on Intensive Supervision is likely.

cc: Teacher
    Evaluator(s)
    Personnel File / Central Office
## Administrative Concern Plan
(To be developed within ten working days of notification)

Teacher:

The following area requires intensive focus and growth. This form may be updated as necessary.

<table>
<thead>
<tr>
<th>Area Requiring Additional Focus and/or Growth</th>
<th>Plan to Remediate Concern</th>
<th>Timeline for Achieving the Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

- □ Teacher has satisfactorily addressed the administrative concern issues and should focus strictly on the Growth Strand.
- □ Inadequate progress shown to date. Transfer to Intensive Supervision.

---

Teacher’s Signature  Date  Evaluator’s Signature  Date

---

Clinton Public Schools  81  Teacher Evaluation & Professional Learning Plan
Notice of Transfer/Assignment to Intensive Supervision Level

Teacher: School/Assignment:  
Evaluator(s): Date:  

Please be informed that you are being placed on the Intensive Supervision Level because of the difficulty you have had demonstrating the principles of effective teaching as defined by Clinton Public Schools Teacher Expectations and Foundation Skills. The specific skills/competencies are:

A.  
B.  
C.  
D.  
E.  

The goals of this stage are to: identify area(s) requiring intensive focus and/or growth, outline the specific actions you need to take, and develop a timeline for achieving the outcome.

Please meet with me on (date) at (time) to develop the Intensive Supervision Plan.

Evaluator(s) ____________________________ Date ____________________________

This process has implication for withholding increments and/or terminating employment. You have the option of requesting legal assistance and/or representation from your professional organization.

cc: Teacher  
Supervisory File  
Personnel File / Central Office
# Intensive Supervision Plan

(To be developed within ten working days of notification)

Teacher:

The following have been identified as areas that require intensive focus and growth. This form may be updated as necessary by the evaluator as areas that require intensive focus and growth are improved or as new areas are identified.

| Area(s) Requiring Intensive Focus and/or Growth (maximum three) | Specific Actions to be taken by Teacher and/or Evaluator (Including peer assistance, other resources and expertise of other evaluators as appropriate.) | Timeline for Achieving the Outcome |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|                                                               |                                                                                                                                 |

Teacher’s Signature __________________________ Date ___________ Evaluator’s Signature __________________________ Date ___________
# Clinton Public Schools

**Preparing independent and collaborative learners empowered to embrace the future**

**Annual Rating Tool Guide**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Strand:</td>
</tr>
</tbody>
</table>

## TEACHER PERFORMANCE AND PRACTICE (50%)

**Observation Data on Teacher Practice: Domain Ratings (40%)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Rubric Rating</th>
<th>WT</th>
<th>Domain Score</th>
<th>Cut Score Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Essential Skills</td>
<td>x 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>x 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>x 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>x 2</td>
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<tr>
<td>Assessment</td>
<td>x 2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>x 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

**Parent Feedback on Teacher Practice (10%)**

**Exemplary:** Went well beyond the established goals towards contributing to the school goal.

**Proficient:** Met the expectations for contributing to the school goal.

**Developing:** Did not meet the expectations set forth for contributing to the school goal.

**Below Standard:** Did nothing to meet the expectations set forth for contributing to the school goals.

## TEACHER PERFORMANCE AND PRACTICE RATING (50%): (CHART B) RATING:

## PROFESSIONAL LEARNING AND STUDENT PERFORMANCE (50%)

**Professional Learning and Student Performance Goals (45%) (PLP Rubric)**

**Whole School Student Learning Indicator (5%)**

## PROFESSIONAL LEARNING and STUDENT PERFORMANCE (50%) (CHART C) RATING:

## TEACHER EVALUATION - OVERALL RATING

**TEACHER PERFORMANCE AND PRACTICE RATING (50%):**

**PROFESSIONAL LEARNING and STUDENT PERFORMANCE GOALS (50%)**

**FINAL TEACHER EVALUATION** (CHART D) OVERALL RATING:
Appendix
Appendix

Section A

District Definition of Effectiveness and Ineffectiveness

Induction Strand Teachers (40 month)

Induction Strand teachers in the 40 month tenure track category will be deemed effective if they receive consecutive ratings of proficient or higher in Teacher Performance and Practice and Professional Learning and Student Performance in the last two years of the teacher’s induction strand timeframe. In the event that a teacher does not meet effective performance standards established by the Clinton Public Schools Teacher Evaluation Plan as outlined in the CPS Teacher Performance Rubric (Self-Assessment Tool), the Superintendent reserves the right to initiate non-renewal.

Induction Strand Teacher (20 Months)

Induction Strand teachers in the 20 month tenure track category will be deemed effective if they receive at least a developing rating in year 1 and a proficient or higher rating in Teacher Performance and Practice and Professional Learning and Student Performance in the second year of their induction strand. In the event that a teacher does not meet effective performance standards established by the Clinton Public Schools Teacher Evaluation Plan as outlined in the CPS Teacher Performance Rubric (Self-Assessment Tool), the Superintendent reserves the right to initiate non-renewal.

Growth Strand Teachers

Growth Strand teachers will generally be deemed effective as long as they receive proficient or higher performance ratings in Teacher Performance and Practice and Professional Learning and Student Performance as established by the Clinton Public Schools Teacher Evaluation Plan as outlined in the CPS Teacher Performance Rubric (Self-Assessment Tool).

In the event that a teacher does not meet effective performance standards as established by the Clinton Public Schools Teacher Evaluation Plan and outlined in the CPS Teacher Performance Rubric (Self-Assessment Tool), the Superintendent reserves the right to place the teacher on the Supervision Strand. A teacher who does not attain an effective performance level within the allotted time will be referred to the Superintendent for further action, and may result in termination.

Section B

District Norming and Calibration for Evaluators

Administrators will engage in collaborative professional development related to the Teacher Evaluation plan components and implementation. Administrators will attend training on the Common Core of Teaching and evidence-based observation protocols and rating determinations.

Additional training and norming of approach will occur through administrative professional development to include, shared observation protocols and evaluation of data throughout the implementation and at the end of the yearlong evaluation cycle. Models and exemplars of professional learning plans, observation feedback, and summative evaluations will be developed. These models, exemplars and data collected will be utilized to insure consistency of administrator proficiency in implementing the teacher evaluation plan. End-of-year data related to assigned ratings will be gathered and analyzed to insure inter-rater reliability.
Appendix

Section C

Recommended Process for Completing the Summative Evaluation

1. Establish date for Summative Meeting:
   a. The primary evaluator establishes a date for the Summative Evaluation Meeting.

2. Develop “Draft” Summative Evaluations
   a. The primary evaluator and the teacher independently prepare “draft” Summative Evaluation with respective ratings.
   b. The “draft” should incorporate key bullet points/talking points that summarize specific evidence of performance.
   c. “Drafts” should reflect the use of the Performance Rubrics as a guide for providing evidence related to levels of performance.

3. Exchange “Drafts”
   a. The draft evaluations are to be done independently and in advance of the established meeting date.
   b. Drafts should be exchanged at least 48 hours prior to the established Summative Evaluation meeting.

4. Meet to discuss and review “Draft” Summative Evaluations
   a. Reviewing the draft summative evaluation in advance affords the teacher the opportunity to bring additional evidence to support their summary statements.
   b. The administrator may also ask the teacher to bring evidence that supports the teacher’s summary.

5. Finalize Summative Evaluation
   a. Following the Summative Evaluation Meeting, the primary evaluator will finalized the evaluation.
   b. The final written Summative Evaluation will be shared with the teacher for final review and signing.
   c. Ultimately, the primary evaluator is responsible for the final judgment regarding the ratings based on the accumulation and quality of the evidence collected.
   d. Signature on the evaluation indicate that the teacher and primary administrator have reviewed the document.
   e. Should the teacher have issues or concerns about the rating or specific evidence cited, they may submit a rebuttal that will be attached to the evaluation and included in the personnel file.
### Observation Data on Teacher Practice

#### Domain Rating Table

<table>
<thead>
<tr>
<th>Domain</th>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (4)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>2 (8)</td>
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<td>4</td>
<td>6</td>
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<td>3 (8)</td>
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<td>5 (8)</td>
<td>2</td>
<td>4</td>
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<td>8</td>
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<tr>
<td>6 (4)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>10</strong></td>
<td><strong>20</strong></td>
<td><strong>30</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

#### Rating Cut Scores
- **Exemplary**: 36+ above
- **Proficient**: 26 - 35
- **Developing**: 16-25
- **Below Standard**: 15-Below
### Teacher Performance and Practice

#### Practice Rating Matrix

<table>
<thead>
<tr>
<th>Parent Feedback (10%)</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Developing</td>
</tr>
<tr>
<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
<td>Below Standard</td>
</tr>
</tbody>
</table>

*Clinton Public Schools*

*Teacher Evaluation Professional Learning Plan*
<table>
<thead>
<tr>
<th>Professional Learning (45%)</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
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<td>Developing</td>
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<td></td>
</tr>
</tbody>
</table>
# Teacher Evaluation

## Overall Rating Matrix

<table>
<thead>
<tr>
<th>Professional Learning/Student Performance (50%)</th>
<th>Teacher Performance and Practice (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Below Standard</td>
<td>Below Standard</td>
</tr>
</tbody>
</table>

- **Exemplary**: Outstanding performance, meets all standards
- **Proficient**: Meets all standards, needs improvement in some areas
- **Developing**: Needs significant improvement
- **Below Standard**: Significant issues, requires immediate attention

---

**Professional Learning/Student Performance (50%)**

- **Exemplary**
- **Proficient**
- **Developing**
- **Below Standard**

**Teacher Performance and Practice (50%)**

- **Exemplary**
- **Proficient**
- **Developing**
- **Below Standard**

---

**Clinton Public Schools**

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Teacher Evaluation Professional Learning Plan
**Section E**

### Professional Learning Plan Assessment Rubric

**Evaluator:** ____________________________  **Teacher:** ______________________

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Evidence of Success</th>
<th>Student Growth</th>
<th>Reflection and Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Completion of ALL Action Steps as outlined in the plan (or as adjusted and approved at the mid-year review)</td>
<td>Appropriate use of ALL Evidence of Success measures as outlined in the plan (or adjusted and approved at the mid-year review)</td>
<td>Demonstration of Student Growth based on results/data from Evidence of Success measures is evident (for almost all students) and is clearly described in the Results summary.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Completion of ALL Action Steps as outlined in the plan (or as adjusted and approved at the mid-year review)</td>
<td>Appropriate use of ALL Evidence of Success measures as outlined in the plan (or adjusted and approved at the mid-year review)</td>
<td>Demonstration of Student Growth based on results/data from Evidence of Success measures is evident (for most students) and is described in the Results summary.</td>
</tr>
<tr>
<td>Developing</td>
<td>Action Steps as outlined in the plan (or as adjusted and approved at the mid-year review) were only partially completed</td>
<td>Evidence of Success measures as outlined in the plan (or adjusted and approved at the mid-year review) were only partially completed</td>
<td>Demonstration of Student Growth based on results/data from Evidence of Success measures are inconclusive or only marginally evident. There is an attempt to describe and explain evidence in the Results summary.</td>
</tr>
<tr>
<td>Below Standard</td>
<td>Action Steps as outlined in the plan (or as adjusted and approved at the mid-year review) were not completed</td>
<td>Evidence of Success measures as outlined in the plan (or adjusted and approved at the mid-year review) were not completed</td>
<td>Limited or no demonstration of Student Growth based on results/data from Evidence of Success measures. There is a veiled attempt to describe and explain evidence in the Results summary.</td>
</tr>
</tbody>
</table>

**Rubric is applied to the full Professional Learning Plan (all three goals taken in totality)**
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.

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 Administrators and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Connecticut State Department of Education

Stefan Pryor
Commissioner of Education

Division of Teaching, Learning and Instructional Leadership
Marion H. Martinez
Associate Commissioner

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

FOR MORE INFORMATION:
Web: http://www.ct.gov/sde/cert
E-mail: teacher.cert@ct.gov
Phone: 860-713-6969 (Noon-4 p.m., Monday, Tuesday, Thursday and Friday)
Mail: Bureau of Educator Standards and Certification
P.O. Box 150471, Room 243
Hartford, CT 06115-0471

October 2011

(a) PREAMBLE

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

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

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

(b) RESPONSIBILITY TO THE STUDENT

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

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

(c) RESPONSIBILITY TO THE PROFESSION

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

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

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

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

(e) RESPONSIBILITY TO THE STUDENT’S FAMILY

(1) The professional educator in 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.