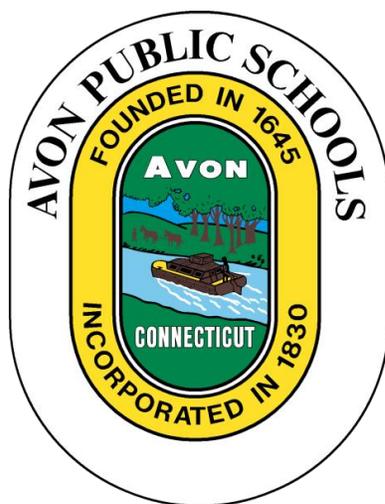


Avon Public Schools Avon, Connecticut



Teacher Evaluation and Development Model

Adopted by the Board of Education
10/21/14

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TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

Avon's teacher evaluation and development model applies to all teachers. For the purposes of this evaluation model "teacher" shall be used to refer to professional personnel who are required to hold a Connecticut Educator Certificate. Certified/licensed personnel, whose primary responsibility is not regular classroom teaching, are included under this evaluation model and referred to as Student and Educator Support Specialists (SESS). SESS includes but is not restricted to the following groups: library/media specialists, school counselors, school psychologists, speech pathologists, and social workers.

The teacher evaluation model is designed to improve teaching and learning. This is accomplished through clearly defining excellent practice and results; giving accurate, useful information to teachers about their areas of strength and development; and providing opportunities for growth and recognition.

Evaluation and Support System Overview

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area comprises two categories:
 - (a) **Observation of teacher performance and practice (40%)** as defined within the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014, which articulates four domains and twelve indicators of teacher practice
 - (b) **Parent feedback (10%)** on teacher practice through surveys

- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
 - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs) and associated indicators of academic growth and development (IAGDs)
 - (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators or student feedback through student surveys

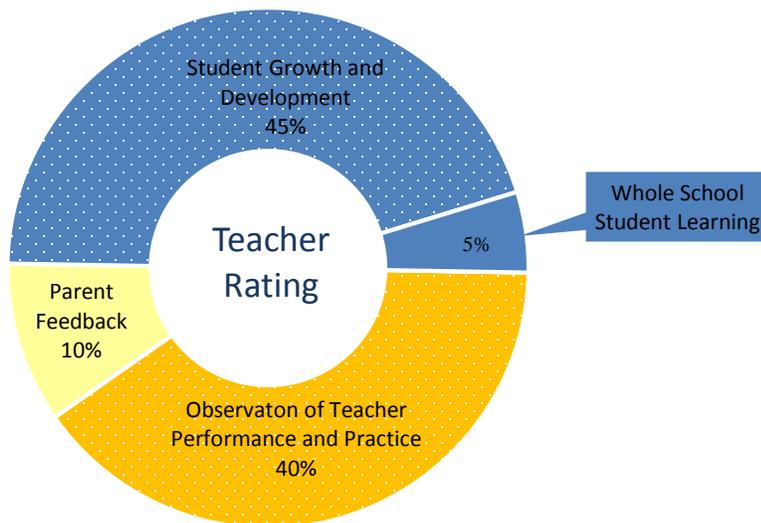
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



*If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 when state test data are available

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**.

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher performance and practice focus areas and student learning objectives (SLOs), and they will commit to setting time aside for the types of collaboration required by the evaluation and support process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the CCT Rubric for Effective Teaching 2014 to draft a proposed performance and practice focus area(s), a parent feedback goal, student learning objectives (SLO), and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to collaboratively support the review.

Mid-Year Check In:

Timeframe: **January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress related to the teacher’s performance and practice focus area, student learning objective (SLO) and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by **June 30**

1. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.
3. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings.

Complementary evaluators, certified teachers with specific content knowledge, may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency in conducting standards-based observations on the training modules provided.

Orientation and Training Programs

The District shall offer annual orientation programs regarding the teacher evaluation and development model to all teachers who are employed by the Board of Education and whose performance is being evaluated.

The District will provide on-going training for all teachers being evaluated so that they will understand the evaluation system, the processes and the timelines for their evaluation. Special attention will be given to the Common Core of Teaching and the Common Core of Teaching Rubric, so that all teachers fully understand the performance expectations and the requirements for being a “Proficient” teacher. Additional training and support will be provided throughout the school year to provide teachers with resources and time to connect with colleagues to deepen their understanding of the evaluation model.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

The District will provide all evaluators of teachers with comprehensive training and support on the teacher evaluation model, including training on conducting effective observations and providing high-quality feedback. All evaluators will be required to complete the training and achieve a proficiency rating on the training modules. Evaluators will be provided with on-going training and support in the use and application of the teacher evaluation model to ensure calibration of evaluators in the district.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, CSDE or a third-party entity will determine a final summative rating.

In addition, CSDE will select ten districts at random annually to review evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard*.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teacher practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The vision for professional learning is that each and every educator engages in continuous learning to increase professional effectiveness, resulting in positive outcomes for all students. For students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Educators learn in multiple ways and have various learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences (e.g., data teams, collaborating with colleagues, learning teams, study groups, individual study, conducting research).

Individual Teacher Improvement and Remediation Plan

A teacher who receives a summative evaluation rating of “Developing” or “Below Standard” will be required to work with his or her evaluator and his/her AEA representative to design an Individual Teacher Improvement and Remediation Plan. Teachers must receive a summative evaluation rating of “Proficient” within a year of the Teacher Improvement and Remediation Plan being developed and implemented. The plan will be created within 30 days after the completion of the summative rating conference. The Teacher Improvement and Remediation Plan will identify areas of needed improvement and include supports the District will provide to address the performance areas identified as needing improvement. After the development of the Teacher Improvement and Remediation Plan, the teacher and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

- Area(s) of needed improvement
- Evidence from summative evaluation that show an area(s) needing improvement (i.e., performance expectation ratings “Developing” or “Below Standard”)
- Exemplar practices/strategies in the area(s) identified as needing improvement that the teacher can implement
- Specific tasks the teacher will complete that will improve the performance expectation
- List of supports and resources the teacher can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor, books)
- How the teacher will show progress towards “Proficient” in the identified areas in need of improvement through observations, data, evidence, etc.
- Timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued
- Statement defining the frequency of observations and conferences

- Indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan

The Teacher Improvement and Remediation Plan will be designed and written in a collaborative manner. The teacher and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. This category is composed of two categories:

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

These categories will be described in detail below.

Category #1: Teacher Performance and Practice (40%)

An assessment of a teacher's practice and performance – by direct observation of practice and the collection of other evidence – is 40% of a teacher's summative rating.

The CCT Rubric for Effective Teaching 2014 (appendix A and B), is aligned with the 2010 Connecticut Common Core of Teaching (CCT) and includes references to Connecticut Core Standards and other content standards. It represents the most important skills and knowledge that teachers need to demonstrate to successfully educate each and every one of their students. This instrument will be used as a basis for formal and informal in-class observations, non-classroom observations and reviews of practice to evaluate teacher performance and practice.

The CCT Rubric for Effective Teaching 2014 is organized into four domains, each with 3 indicators. Forty percent of a teachers' final summative rating is based on their performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³

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

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and
- 1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 3: 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:

- 3a. Implementing instructional content for learning;
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 2: Planning for Active Learning

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

- 2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;
- 2b. Planning instruction to cognitively engage students in the content; and
- 2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

- 4a. Engaging in continuous professional learning to impact instruction and student learning;
- 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

³ Domain 5 Assessment is embedded throughout the four domains.



The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Evidence Generally Collected Through **Observations**

Domain 1 Learning Environment, Student Engagement and Commitment to Learning

1

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a.** Promoting a positive learning environment that is respectful and equitable.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing service delivery by effectively managing routines and transitions.

Domain 3 Service Delivery

3

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a.** Implementing service delivery for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting service delivery.

Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**

Domain 2 Planning for Active Learning

2

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a.** Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning prevention/intervention to actively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain 4 Professional Responsibilities and Leadership

4

Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a.** Engaging in continuous professional learning to impact service delivery and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



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Observation Process

In the Avon Teacher Evaluation and Development Model:

- Each teacher will be observed, through both formal and informal (reviews of practice) observations as defined below.
 - **Formal Observation:** Scheduled 30 minute or longer observations that are preceded by a pre-conference and are followed by a post-observation conference, which includes both written and verbal feedback.
 - **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback. The majority of the observations are unannounced.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within seven days of an observation.
- A summary of the minimum observation requirements are located in the chart that follows:

| | Category 1 | Category 2 | Category 3 |
|-------------------------------------|--|--|---|
| Description | Teachers scoring “Below Standard” in previous year or novice teachers in first or second year of teaching | Teachers scoring “Developing” in previous year, novice teachers in third or fourth year of teaching, or experienced teachers new to Avon in their first or second year | Avon tenured teachers scoring “Proficient” or “Exemplary” in previous year |
| Formal Observation(s) | 4 observations scheduled in advance, with pre and post conferences (1 per 45 school days) | 3 observations scheduled in advance, with pre and post conferences (1 per 60 school days) | 1 formal observation once every three years (prior to April 1) scheduled in advance, with a pre and post conference <i>At the teacher’s request, a second formal observation will be conducted and integrated into his/her evaluation with equal weight.</i> |
| Feedback | Verbal and written feedback will be provided within 7 days. Only an administrator employed under a 092 license can conduct formal observations. In the event that two or more observations are conducted within a year, teachers may request to have more than one administrator conduct an observation. | | |
| Informal Observations | May be conducted at any point, based on the discretion of the evaluator | May be conducted at any point, based on the discretion of the evaluator | 3 required informal observations per year (except during the formal observation year cycle). Other informal observations may be conducted at any point, based on the discretion of the evaluator |
| Reviews of Practice | 1 required review of practice | 1 required review of practice | A minimum of 1 selected review of practice mutually agreed upon by the teacher and administrator |
| Reviews of Practice Examples | Suggested examples of reviews of practice may include, but are not limited to: <ul style="list-style-type: none"> • self-reflection resulting from observations of others’ practices • substantial examples of collaboration (lesson design, assessment design, student interventions, etc.) • assessments and/or student portfolios • planning, data team, and/or professional learning community meetings • observations of coaching and/or mentoring other teachers • participation in professional development, school-based activities/events, or out-of-district professional activities • observing other classrooms and providing feedback • team-teaching and/or co-teaching • inviting a colleague to observe you and provide you with feedback • curriculum writing • vertical and/or horizontal alignment planning • participation in TEAM | | |

Pre-Conferences and Post-Conferences

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

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching 2014 and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations provide the most evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching 2014, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching 2014, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. Non-classroom observations/reviews of practice generally provide the most evidence for domains 2 and 4 of the CCT Rubric for Effective Teaching 2014. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, committee meetings, data team meetings, department/grade level meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and participation in professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed indicators of the CCT Rubric for Effective Teaching 2014;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline (pages 3-4) section, teachers develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching 2014. The focus area will guide observations and feedback conversations throughout the year.

At the start of the year, each teacher will work with his or her evaluator to develop his/her practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the CCT Rubric for Effective Teaching 2014. Schools may decide to create a school-wide or grade-specific focus areas aligned to a particular indicator that all teachers will include as one of their goals.

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

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the rubric.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the CCT Rubric for Effective Teaching 2014 carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations, interactions, and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
- 2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations, interactions, and reviews of practice. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

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

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

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

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 1:

| Domain 1 | Indicator Rating | Evaluator's Score |
|---------------|-------------------|-------------------|
| 1a | <i>Developing</i> | 2 |
| 1b | <i>Developing</i> | 2 |
| 1c | <i>Exemplary</i> | 4 |
| Average Score | | 2.7 |

- 2) Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

| Domain | Averaged Domain-Level Score |
|--------|-----------------------------|
| 1 | 2.7 |
| 2 | 2.6 |
| 3 | 3.0 |
| 4 | 2.8 |

- 3) The evaluator averages domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

| Domain | Score |
|---------------|------------|
| 1 | 2.7 |
| 2 | 2.6 |
| 3 | 3.0 |
| 4 | 2.8 |
| Average Score | 2.8 |

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice category rating and the domain/indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress toward Teacher Performance and Practice goals/outcomes.

Category #2: Parent Feedback (10%)

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

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

1. Conduct an Anonymous School-wide Parent Survey
The parent survey will be administered every spring and trends analyzed from year-to-year. The survey will demonstrate properties of fairness, reliability, validity and usefulness.
2. Set School-wide Goals Based on Parent Survey Feedback
Principals and teachers will review the parent survey results and set school-wide goals before the beginning of the school year.
3. Teacher and Evaluator Choose One School-wide Improvement Goal and Set Improvement Target
The teacher and evaluator will mutually select one school-wide goal and determine an improvement target.
4. Measure Progress on Growth Targets
The teacher and his/her evaluator will measure the level of success by collecting evidence that supports completion of the improvement target.
5. Determine the Teacher's Summative Rating in the Parent Feedback Category
The teacher's summative rating in the Parent Feedback Category will reflect the degree to which a teacher successfully reaches the improvement target. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

| Exemplary (4) | Proficient (3) | Developing (2) | Below Standard (1) |
|-------------------|----------------|------------------------|-----------------------|
| Exceeded the goal | Met the goal | Partially met the goal | Did not meet the goal |

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating.

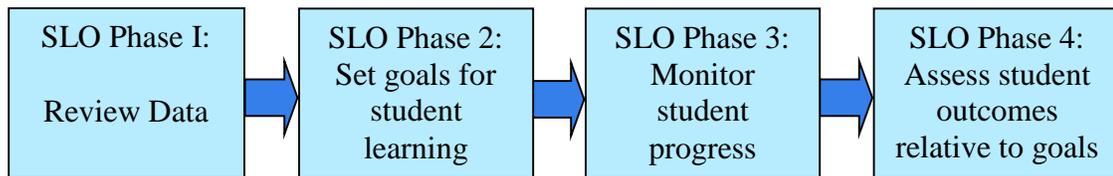
Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning, which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

Category #3: Student Growth and Development (45%)

Student Learning Objectives (SLOs) will support teachers in using a planning cycle that will be familiar to most educators:



SLO Phase 1: Review Data

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2: Set SLO (goals for student learning)

Each teacher will write one SLO. The indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available.

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

Step 1: Decide on the Student Learning Objectives

The SLOs will be a broad goal for student learning and should address a central purpose of the teacher's assignment. The goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need.

Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. The SLO must include multiple, differentiated IAGDs. One half (22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select an additional non-standardized indicator.

For the other half (22.5%) of the IAGDs there may be a maximum of one additional standardized indicator or a minimum of one non-standardized indicator.

A **standardized assessment** is characterized by the following attributes:

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

Each IAGD should make clear (1) what evidence/measure of progress will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since IAGDs are unique to each teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure(s) of progress for their SLOs, but they would be unlikely to have identical IAGDs. Taken together, an SLO and its IAGD(s), if achieved, would provide evidence that the objective was met.

Step 3: Provide Additional Information

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

- baseline data used to determine SLO and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessment(s)/measure(s) of progress teacher plans to use to gauge students’ progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLO.

Step 4: Submit SLO to Evaluator for Approval

While teachers and evaluators should confer during the goal-setting process to select a mutually agreed-upon SLO, ultimately, the evaluator must formally approve all SLO proposals.

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

SLO Approval Criteria

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

SLO Phase 3: Monitor students' progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. SLOs can be adjusted by mutual agreement of the teacher and evaluator during the Mid-Year Conference if unforeseen circumstances arise.

SLO Phase 4: Assess student outcomes relative to SLOs

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

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

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

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

The evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. The SLO rating and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

For SLOs that include an IGAD(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis.

However, once the state assessment data is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Category #4: Whole-School Student Learning Indicator (5%)

Five percent (5%) of a teacher’s evaluation shall be based on a Whole-School Student Learning Indicator. Based on the school performance index (SPI), the building principal will determine, define and communicate a Whole-School Student Learning Indicator to which all teachers will be held accountable. Teachers will be required to articulate in writing how they will contribute to the achievement of the Whole-School Student Learning Indicator.

Teachers will be expected to share their efforts, actions and provide evidence that supports their contributions towards achieving this indicator. A teacher’s Whole-School Student Learning Indicator rating is represented by the aggregate rating for multiple student learning indicators established for his/her administrator’s evaluation rating.

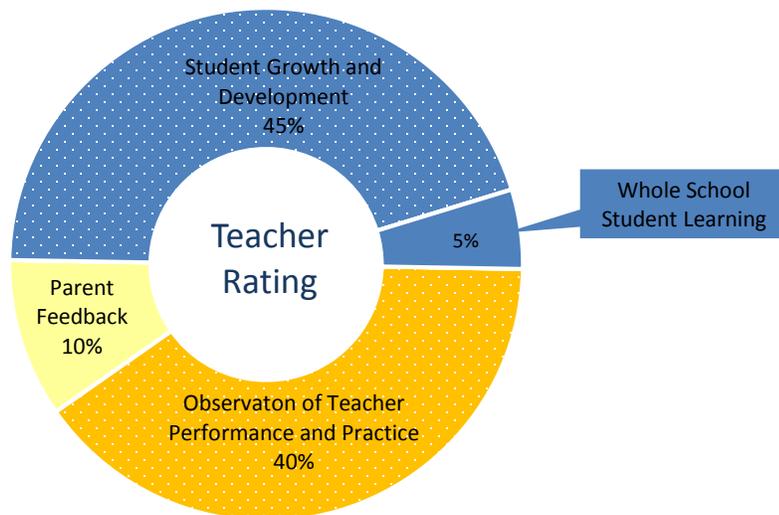
| Exemplary (4) | Proficient (3) | Developing (2) | Below Standard (1) |
|--|---|---|--|
| Exceeded Whole-School Student Learning Indicator | Met Whole-School Student Learning Indicator | Partially met Whole-School Student Learning Indicator | Did not meet Whole-School Student Learning Indicator |

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0. However, once the state data is available, the evaluator shall revisit the final rating and amend at that time as needed, but no later than September 15.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

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

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator score (5%)
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

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

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

| Component | Score (1-4) | Weight | Points (score x weight) |
|---|-------------|--------|-------------------------|
| Observation of Teacher Performance and Practice | 2.8 | 40 | 112 |
| Parent Feedback | 3 | 10 | 30 |
| TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS | | | 142 |

Rating Table

| Teacher Practice Related Indicators Points | Teacher Practice Related Indicators Rating |
|--|--|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

| Component | Score (1-4) | Weight | Points (score x weight) |
|---|-------------|--------|-------------------------|
| Student Growth and Development (SLOs) | 3.5 | 45 | 157.5 |
| Whole School Student Learning Indicator | 3 | 5 | 15 |
| TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS | | | 172.5 → 173 |

Rating Table

| Student Outcomes Related Indicators Points | Student Outcomes Related Indicators Rating |
|--|--|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

3) Use the Summative Matrix to determine the Summative Rating

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

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

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30 of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

The district will use summative ratings from the teacher evaluation model to determine teacher effectiveness or ineffectiveness.

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth and *developing* in year two and two sequential *proficient* ratings in years three and four. At the end of year four, the superintendent shall award tenure to any educator deemed effective (or 40 school months of continuous employment).

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

Dispute-Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Appendix A

Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1.a: Creating a positive learning environment that is responsive to and respectful of the learning needs of students.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|---|--|--|--|
| Rapport and positive social interactions | Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students. | Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students. | Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. | There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another. |
| Respect for student diversity | Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior. | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences. | Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences. | Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities. |
| Environment supportive of intellectual risk-taking | Creates a learning environment that discourages students from taking intellectual risks. | Creates a learning environment in which some students are willing to take intellectual risks. | Creates a learning environment in which most students are willing to take intellectual risks. | Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students. |
| High expectations for student learning | Establishes low expectations for student learning. | Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning. | Establishes and consistently reinforces high expectations for learning for all students. | Creates opportunities for students to set high goals and take responsibility for their own learning. |

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1.b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|---|---|---|--|
| Communicating, reinforcing and maintaining appropriate standards of behavior | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning. | Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning. | Student behavior is completely developmentally appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time. |
| Promoting social competence and responsible behavior | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior. | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions. |

Indicator 1.c: Maximizing instructional time by effectively managing routines and transitions.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|---|--|--|---|--|
| Routines and transitions appropriate to needs of students | Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time. | Inconsistently establishes routines and transitions, resulting in some loss of instructional time. | Establishes routines and transitions resulting in maximized instructional time. | Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions. |

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2.a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|---|--|---|---|
| Content of lesson plan is aligned with standards | Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. | Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards. | Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards. | Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance. |
| Content of lesson appropriate to sequence of lessons and appropriate level of challenge | Does not appropriately sequence content of the lesson plan. | Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge. | Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge. | Plans to challenge students to extend their learning to make interdisciplinary connections. |
| Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs | Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs. | Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students. | Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. | Plans for students to identify their own learning needs based on their own individual data. |
| Literacy strategies | Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary. | Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation. | Plans instruction that integrates literacy strategies and academic vocabulary. | Designs opportunities to allow students to independently select literacy strategies that support their learning for the task. |

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2.b: Planning instruction to cognitively engage students in the content.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|--|--|---|--|
| Strategies, tasks and questions cognitively engage students | Plans instructional tasks that limit opportunities for students' cognitive engagement. | Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement. | Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations. | Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation. |
| Instructional resources and flexible groupings support cognitive engagement and new learning | Selects or designs resources and/or groupings that do not cognitively engage students or support new learning. | Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning. | Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning. | Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning. |

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2.c: Selecting appropriate assessment strategies to monitor student progress.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|---|---|--|--|
| Criteria for student success | Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess. | Plans general criteria for student success; and/or plans some opportunities for students to self-assess. | Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria. | Plans to include students in developing criteria for monitoring their own success. |
| Ongoing assessment of student learning | Plans assessment strategies that are limited or not aligned to intended instructional outcomes. | Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning. | Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. | Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress. |

CCT DOMAIN 3: Instruction for Active Learning

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

Indicator 3.a: Implementing instructional content for learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|--|--|---|--|
| Instructional purpose | Does not clearly communicate learning expectations to students. | Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification. | Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards. | Students are encouraged to explain how the learning is situated within the broader learning context/curriculum. |
| Content accuracy | Makes multiple content errors. | Makes minor content errors. | Makes no content errors. | Invites students to explain the content to their classmates. |
| Content progression and level of challenge | Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning. | Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning. | Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students. | Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections. |
| Literacy strategies | Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary. | Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary. | Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary. | Provides opportunities for students to independently select literacy strategies that support their learning. |

CCT DOMAIN 3: Instruction for Active Learning

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

Indicator 3.b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|--|---|---|---|
| Strategies, tasks and questions | Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information. | Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry. | Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies. | Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information. |
| Instructional resources and flexible groupings | Uses resources and/or groupings that do not cognitively engage students or support new learning. | Uses resources and/or groupings that minimally engage students cognitively and support new learning. | Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections. | Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. |

| | | | | |
|---|---|---|---|--|
| Student responsibility and independence | Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners. | Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work. |
|---|---|---|---|--|

CCT DOMAIN 3: Instruction for Active Learning

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

Indicator 3.c: Assessing student learning, providing feedback to students and adjusting instruction.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|--|---|--|--|
| Criteria for student success | Does not communicate criteria for success and/or opportunities for students to self-assess are rare. | Communicates general criteria for success and provides limited opportunities for students to self-assess. | Communicates specific criteria for success and provides multiple opportunities for students to self-assess. | Integrates student input in generating specific criteria for assignments. |
| Ongoing assessment of student learning | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective. | Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes. | Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes. | Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning. |
| Feedback to students | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. | Provides feedback that partially guides students toward the intended instructional outcomes. | Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. | Encourages peer feedback that is specific and focuses on advancing student learning. |
| Instructional adjustments | Makes no attempts to adjust instruction. | Makes some attempts to adjust instruction that is primarily in response to whole-group performance. | Adjusts instruction as necessary in response to individual and group performance. | Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work. |

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

Indicator 4.a: Engaging in continuous professional learning to impact instruction and student learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|---|---|---|---|
| Teacher self-evaluation/ reflection and impact on student learning | Insufficiently reflects on/analyzes practice and impact on student learning. | Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice. | Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice. | Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. |
| Response to feedback | Unwillingly accepts feedback and recommendations for improving practice. | Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited. | Willingly accepts feedback and makes changes in practice based on feedback. | Proactively seeks feedback in order to improve a range of professional practices. |
| Professional learning | Attends required professional learning opportunities but resists participating. | Participates in professional learning when asked but makes minimal contributions. | Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice. | Takes a lead in and/or initiates opportunities for professional learning with colleagues. |

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

Indicator 4.b: Collaborating to develop and sustain a professional learning environment to support student learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|---|--|--|---|---|
| Collaboration with colleagues | Attends required meetings to review data but does not use data to adjust instructional practices. | Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices. | Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning. | Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning. |
| Contribution to professional learning environment | Disregards ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Supports colleagues in exploring and making ethical decisions and adhering to professional standards. | Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. |
| Ethical use of technology | Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology. | Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community. |

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

Indicator 4.c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--------------------------------------|---|---|---|--|
| Positive school climate | Does not contribute to a positive school climate. | Participates in school-wide efforts to develop a positive school climate but makes minimal contributions. | Engages with colleagues, students and families in developing and sustaining a positive school climate. | Leads efforts within and outside the school to improve and strengthen the school climate. |
| Family and community engagement | Limits communication with families about student academic or behavioral performance to required reports and conferences. | Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications. | Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success. | Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning; and seeks input from families and communities to support student growth and development. |
| Culturally responsive communications | Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community. | Generally communicates with families and the community in a culturally-responsive manner. | Consistently communicates with families and the community in a culturally-responsive manner. | Leads efforts to enhance culturally-responsive communications with families and the community. |

Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

Definition of Terms

Assessment strategies are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

Connecticut content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

Content: Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

Culturally-responsive communications: Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

Discourse: Is defined as the purposeful interaction between teachers and students and students 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.

Feedback: Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

Flexible groupings: Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

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

Instructional adjustment: Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Instructional resources: Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Learning needs of all students: Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

Lesson plan: A purposeful planned learning experience.

Level of challenge: The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy – provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). Hess's Cognitive Rigor Matrix – aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

Literacy strategies: Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

Proactive strategies: Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

Routines and transitions: Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

Social competence: Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman & Rhee, 2000).

Student diversity: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

Appendix B

Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014

CCT DOMAIN 1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1.a: Promoting a positive learning environment that is respectful and equitable.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|--|--|--|---|
| Rapport and positive social interactions | Interactions between service providers and students are negative or disrespectful and/or the provider does not promote positive social interactions among students. | Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students. | Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students. | There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another. |
| Respect for student diversity | Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior. | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences. | Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences. | Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities. |
| Environment supportive of intellectual risk-taking | Creates and/or promotes a learning environment that discourages students from taking intellectual risks. | Creates and/or promotes a learning environment in which some students are willing to take intellectual risks. | Creates and/or promotes a learning environment in which most students are willing to take intellectual risks. | Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students. |
| High expectations for student learning | Establishes low expectations for student learning. | Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning. | Establishes and consistently reinforces high expectations for learning for all students. | Creates opportunities for students to set high goals and take responsibility for their own learning. |

CCT DOMAIN 1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1.b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|---|---|---|--|
| Communicating, reinforcing and maintaining appropriate standards of behavior | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning. | Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning. | Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of service delivery. |
| Promoting social competence and responsible behavior | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior. | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions. |

Indicator 1.c: Maximizing service delivery by effectively managing routines and transitions.

| Attributes | Below Standard | Developing | Proficient | Exemplary <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
|---|---|---|--|---|
| Routines and transitions appropriate to prior needs of students | Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time. | Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time. | Establishes routines and effectively manages transitions resulting in maximized service delivery time. | Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions. |

CCT DOMAIN 2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2.a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|---|---|--|---|---|
| Prevention/intervention plan is aligned with standards | Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards and/or discipline-specific state and national guidelines. | Plans prevention/intervention that partially aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines. | Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines. | Anticipates and plans for challenges and considers proactive approaches to address these in advance. |
| Prevention/intervention rests on evidence-based practice, student need and appropriate level of challenge | Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge. | Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge. | Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge. | Plans to challenge students to extend their learning to make connections to the school setting and larger world. |
| Use of data to determine students' prior knowledge and differentiation based on students' learning needs | Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs. | Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students. | Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students. | Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development. |

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|--|--|--|---|--|
| <p>Connection to school setting and larger world</p> | <p>Plans prevention/ intervention that includes some opportunities for students to connect to school setting and larger world.</p> | <p>Plans prevention/ intervention that includes some opportunities for students to connect to school setting and larger world.</p> | <p>Plans prevention/ intervention that includes multiple opportunities for student to connect to school setting and larger world.</p> | <p>Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.</p> |
|--|--|--|---|--|

CCT DOMAIN 2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2.b: Planning prevention/intervention to actively engage students in content.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|---|---|--|--|--|
| Strategies, tasks and questions cognitively engage students | Plans prevention/intervention tasks that limit opportunities for students' active engagement. | Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement. | Plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations. | Plans to release responsibility to the students to apply and/or extend learning to other situations. |
| Resources and flexible groupings support active engagement and new learning | Selects or designs resources and/or groupings that do not actively engage students or support new learning. | Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large. | Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning. | Selects or designs resources that actively engage students and extend new learning. |

CCT DOMAIN 2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2.c: Selecting appropriate assessment strategies to monitor student progress.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|---|---|--|--|
| Criteria for student success | Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess. | Plans general criteria for student success; and/or plans some opportunities for students to self-assess. | Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria. | Plans to include students in developing criteria for monitoring their own success. |
| Ongoing assessment of student learning | Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes. | Plans assessment strategies that are partially aligned to intended prevention/intervention outcomes OR strategies that elicit only minimal evidence of student learning. | Plans assessment strategies to elicit specific evidence of intended prevention/intervention outcomes at critical points throughout the prevention/intervention plan. | Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress. |

CCT DOMAIN 3: Service Delivery

*Service providers implement prevention/intervention in order to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3.a: Implementing service delivery for learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|--|---|--|---|
| Prevention/intervention purpose | Does not clearly communicate learning expectations to students. | Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification. | Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with Common Core State Standards and/or discipline specific state and national standards. | Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings. |
| Prevention/intervention plan precision | Makes multiple errors in the delivery of the prevention/intervention plan. | Makes minor errors in the delivery of the prevention/intervention plan. | Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes. | Invites students to explain the prevention/intervention plan and how it applies to their growth and development. |

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| <p>Prevention/intervention progression and level of challenge</p> | <p>Delivers prevention/intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.</p> | <p>Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.</p> | <p>Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.</p> | <p>Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world...</p> |
| <p>Connection to school and larger world</p> | <p>Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world.</p> | <p>Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world.</p> | <p>Delivers prevention/intervention that consistently integrates into the school setting and larger world.</p> | <p>Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.</p> |

CCT DOMAIN 3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3.b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|----------------------------------|--|--|--|--|
| Strategies, tasks and questions | Strategies, tasks and questions do not lead students to construct new and meaningful learning. | Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry. | Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. | Includes opportunities for students to work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information. |
| Resources and flexible groupings | Uses resources and/or groupings that do not actively engage students or support new learning. | Uses resources and/or groupings that minimally engage students actively to support new learning. | Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections. | Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning. |

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|--|---|---|--|---|
| <p>Student responsibility and independence</p> | <p>Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.</p> | <p>Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p> | <p>Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p> | <p>Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.</p> |
|--|---|---|--|---|

CCT DOMAIN 3: Service Delivery

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3.c: Assessing student learning, providing feedback to students and adjusting service delivery.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--|--|---|--|--|
| Criteria for student success | Does not communicate criteria for success and/or opportunities for students to self-assess are rare. | Communicates general criteria for success and provides limited opportunities for students to self-assess. | Communicates specific criteria for success and provides multiple opportunities for students to self-assess. | Integrates student input in identifying and articulating individual criteria for success. |
| Ongoing assessment of student learning | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan. | Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes. | Assesses student learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes. | Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning. |
| Feedback to students | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. | Provides feedback that partially guides students toward the intended prevention/intervention outcomes. | Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. | Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning. |
| Prevention/intervention adjustments | Makes no attempts to adjust delivery of prevention/intervention plan. | Makes some attempts to adjust delivery of prevention/intervention plan. | Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance. | Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals. |

CCT DOMAIN 4: Professional Responsibilities and Leadership

*Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:*

Indicator 4.a: Engaging in continuous professional learning to impact service delivery and student learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|---|---|---|---|---|
| Service provider self-evaluation/ reflection and impact on student learning | Insufficiently reflects on/analyzes practice and impact on student learning. | Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice. | Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement and takes action to improve professional practice. | Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. |
| Response to feedback | Unwillingly accepts feedback and recommendations for improving practice. | Reluctantly accepts feedback and recommendations for improving practice, and/or changes in practice are limited. | Willingly accepts feedback and makes changes in practice based on feedback. | Proactively seeks feedback in order to improve a range of professional practices. |
| Professional learning | Attends required professional learning opportunities but resists participating. | Participates in professional learning when asked but makes minimal contributions. | Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice. | Takes a lead in and/or initiates opportunities for professional learning with colleagues. |

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

*Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:*

Indicator 4.b: Collaborating to develop and sustain a professional learning environment to support student learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|---|--|---|--|---|
| Collaboration with colleagues | Attends required meetings to review data but does not use data to adjust prevention/intervention practices. | Participates minimally with colleagues to analyze data and uses results to make minor adjustments to prevention/intervention practices. | Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent prevention/intervention practice to improve student learning. | Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and prevention/intervention practices that support professional growth and student learning. |
| Contribution to professional learning environment | Disregards ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Supports colleagues in exploring and making ethical decisions and adhering to professional standards. | Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. |
| Ethical use of technology | Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology. | Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community. |

CCT DOMAIN 4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4.c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

| Attributes | Below Standard | Developing | Proficient | Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small> |
|--------------------------------------|---|---|---|--|
| Positive school climate | Does not contribute to a positive school climate. | Participates in school-wide efforts to develop a positive school climate but makes minimal contributions. | Engages with colleagues, students and families in developing and sustaining a positive school climate. | Leads efforts within and outside the school to improve and strengthen the school climate. |
| Family and community engagement | Limits communication with families about student academic or behavioral performance to required reports and conferences. | Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications. | Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success. | Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development. |
| Culturally responsive communications | Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community. | Generally communicates with families and the community in a culturally-responsive manner. | Consistently communicates with families and the community in a culturally-responsive manner. | Leads efforts to enhance culturally-responsive communications with families and the community. |

Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014

Definition of Terms

Assessment strategies are used to evaluate student learning during and after service delivery.

3. **Formative assessment** is a part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services and learning to improve students' achievement of intended instructional/program outcomes (FAST SCASS, October 2006).
4. **Summative assessments** are used to evaluate student learning at the end of a service period. Summative assessment helps determine to what extent the service and learning goals have been met.

Connecticut content standards: Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

Culturally-responsive communications: Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to support connectedness between home and school experiences.

Discourse: Is defined as the purposeful interaction between service providers and students and students 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.

Feedback: Effective feedback provided by the service provider is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

Flexible groupings: Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

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

Level of challenge: The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy – provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or

procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). Hess's Cognitive Rigor Matrix – aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

Multiple sources of data: May include existing data or data to be collected. Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades, etc.) and data may be formative or summative.

Prevention/Intervention adjustments: Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Prevention/Intervention plan: A purposeful planned learning experience.

Proactive strategies: Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

Resources: Includes, but not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Respectful and equitable learning environment: Understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes (Branson & Gross, 2014).

Routines and transitions: Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Service delivery framework: A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Social competence: Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman & Rhee, 2000).

Student diversity: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

Appendix C

Connecticut Code of Professional Responsibility for Teachers

Applicability of the **Code of Professional Responsibility for Teachers** to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Connecticut Common Core of Teaching
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut State Department of Education



Stefan Pryor
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

Connecticut Code of Professional Responsibility

For Teachers

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



PREAMBLE

Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching 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 teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher 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 teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

Connecticut Code of Professional Responsibility for Teachers

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

(b) RESPONSIBILITY TO THE STUDENT

- (1) **The professional teacher, 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 subject 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 value systems and worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
 - (H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
 - (I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
 - (J) Maintain the confidentiality of all 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.

- (2) **The professional teacher, 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) Sexually or physically harass or abuse students;
- (C) Emotionally abuse students; or
- (D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

- (1) **The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:**

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional teacher's right to teach effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Assume responsibility for his or her professional development;
- (F) Encourage the participation of teachers in the process of educational decision-making;
- (G) Promote the employment of only qualified and fully licensed teachers;
- (H) Encourage promising, qualified and competent individuals to enter the profession;
- (I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- (J) Maintain the confidentiality of all information concerning colleagues 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.

- (2) **The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:**

- (A) Obtain licensure or employment by misrepresentation or fraud;
- (B) Misrepresent his, her or another's professional qualifications or competencies; or
- (C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

- (1) **The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:**

- (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- (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 children.

- (2) **The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:**

- (A) Exploit the educational institution for personal gain; or
- (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.

Appendix D

Teacher Evaluation and Development Model Forms

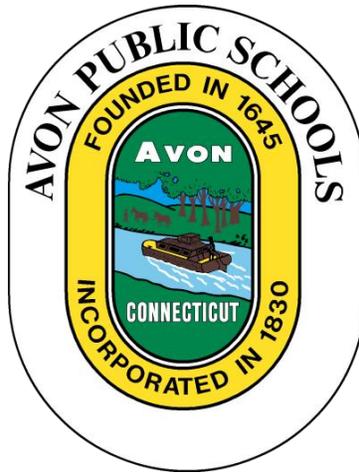
These forms are available on the Avon Website: <http://www.avon.k12.ct.us>

Go to the tab: **Teaching and Learning**

Scroll to: **Educator Evaluation**

Select: **Teacher Evaluation Forms**

Avon Public Schools Avon, Connecticut



Administrator Evaluation and Development Model

Adopted by the Board of Education
10/21/14

Board of Education

Peggy Roell, Chair
Katharine Zirolli, Vice Chair
Wendy Howard, Secretary
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Brian Glenn
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Kelly Grant, Director of Pupil Services

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Marco Famiglietti, Principal Avon Middle School

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ADMINISTRATOR EVALUATION AND DEVELOPMENT MODEL

Introduction

Avon's administrator evaluation system applies to all administrators working under their 092 certification. The administrator evaluation and development model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The administrator evaluation model is based on three core design principles:

- 1. Focus on what matters most:** The guidelines for evaluation focus on four areas of administrator performance— student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).
- 2. Emphasize growth over time:** The evaluation of an administrator's performance should primarily be about their improvement from an established starting point. This applies to the professional practice focus areas and outcomes the administrator is striving to attain. This is accomplished utilizing a goal-setting process.
- 3. Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. Of equal importance are the professional conversations between an evaluator and his/her evaluatee, in addition to evaluator's observations of their evaluatee's practice to make informed judgments about the quality and efficacy of practice.

This document describes the process of evaluation, details the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – and, finally, the steps evaluators take to reach a summative rating for an evaluatee.

Administrator Evaluation and Development Overview

The evaluation and development model consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

- 1. Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
 - (b) Stakeholder Feedback (10%)** on leadership practice through surveys

2. Student Outcomes Related Indicators: An evaluation of an administrator’s contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

- (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state’s accountability system for schools and (b) performance and growth on locally-determined measures
- (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

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

Process and Timeline

This section describes the annual process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator’s subsequent goal setting, as the cycle continues into the subsequent year.

The plan development, implementation and evidence collection cycle is as follows:

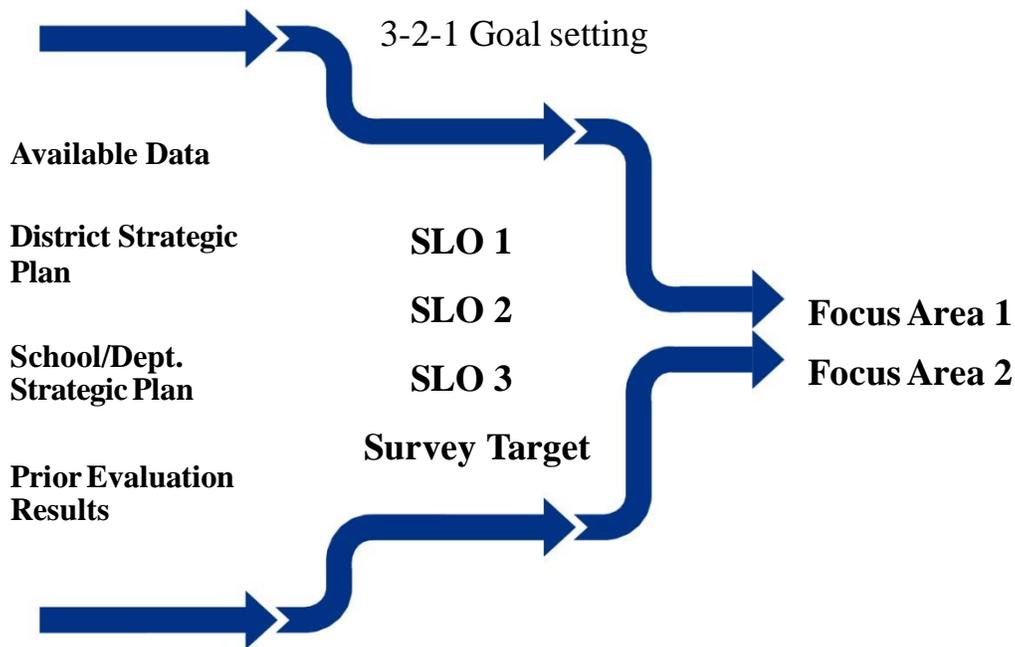


*Summative assessment finalized in August

Step 1 Orientation and Context-Setting: To begin the process, the administrator needs five things to be in place:

1. Student learning data to review and the state assigned School Performance Index (SPI) rating
2. Stakeholder survey data to review
3. The District Strategic Plan, detailing the student learning objectives within the Achievement Goal for the year
4. The School/Department Strategic plan that includes student learning objectives within the Achievement Goal

Step 2 Goal-Setting and Plan Development: Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the District Strategic Plan, their school/department strategic plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey target, choosing from among the elements of the CCL: Connecticut School Leadership Standards. Administrators are rated on all six Performance Expectations, but are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth that connect improvement in the practice focus areas to the outcome goals and survey target. This creates a logical through-line from practice to outcomes.

Next, the evaluatee and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the evaluatee's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school/department context?
- Are there any elements for which Proficient performance will depend on factors beyond the control of the evaluatee? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an evaluatee's performance?

The evaluator and evaluatee also discuss the appropriate resources and professional development needs to support the evaluatee in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and development plan.

In the event the evaluatee and the evaluator are unable to agree on the goals, support and/or sources of evidence, an evaluation team will be consulted to assist in resolving the impasse. The evaluation team will be comprised of an Avon administrator of the evaluatee's choice, another member selected by the Superintendent of Schools, and a mutually agreed third party. The decision of the evaluation team shall be binding.

The focus areas, goals, activities, outcomes and time line will be reviewed by the evaluatee's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Step 3 Plan Implementation and Evidence Collection: As the evaluatee implements the plan, he/she and the evaluator both collect evidence about the evaluatee's practice. For the evaluator, this must include a minimum of two school site visits with timely feedback provided after each visit.

Other possible reviews of practice and sources of evidence to collect information about the evaluatee in relation to their focus areas and goals might include:

- Artifacts of Budget Aligned with Identified Priorities
- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where Administrator is Present
- Communications to Parents and Community
- Observations of Interactions with Staff
- Observations of Interactions with Students
- Observations of Interactions with Families
- Engagement of Families and Community

Further, the evaluator should establish a schedule of site visits with the evaluatee to collect evidence and observe the evaluatee's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school/department context and the evaluatee's evaluation and development plan. Subsequent visits might be planned at 2-to 3-month intervals.

Site observations include a minimum of:

- 2 observations for each administrator
- 4 observations for administrators new to the district, school, the profession, or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4 Mid-Year Formative Review: Midway through the school year the evaluatee and evaluator meet formally to discuss progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 5 Self-Assessment: In the spring, the evaluatee reflects and assesses his/her practice on all 18 elements of the CCL: Connecticut Leadership Standards. For each element, the evaluatee determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but need to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The evaluatee should also review his/her focus areas and determine if he/she considers him/herself on track or not.

The evaluatee submits their self-assessment to their evaluator prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6 Summative Review and Rating: The evaluator and evaluatee meet in the late spring to discuss the evaluatee's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence.

The evaluator completes the summative evaluation report, shares it with the evaluatee and adds it to the evaluatee's personnel file with any written comments attached that the evaluatee requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should data (i.e., survey results, teacher effectiveness ratings, state accountability measures, summative student learning indicators) not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the evaluatee's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data. If some components are not completed, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

LEADERSHIP PRACTICE RELATED INDICATORS

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two categories:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Category #1: Leadership Practice (40%)

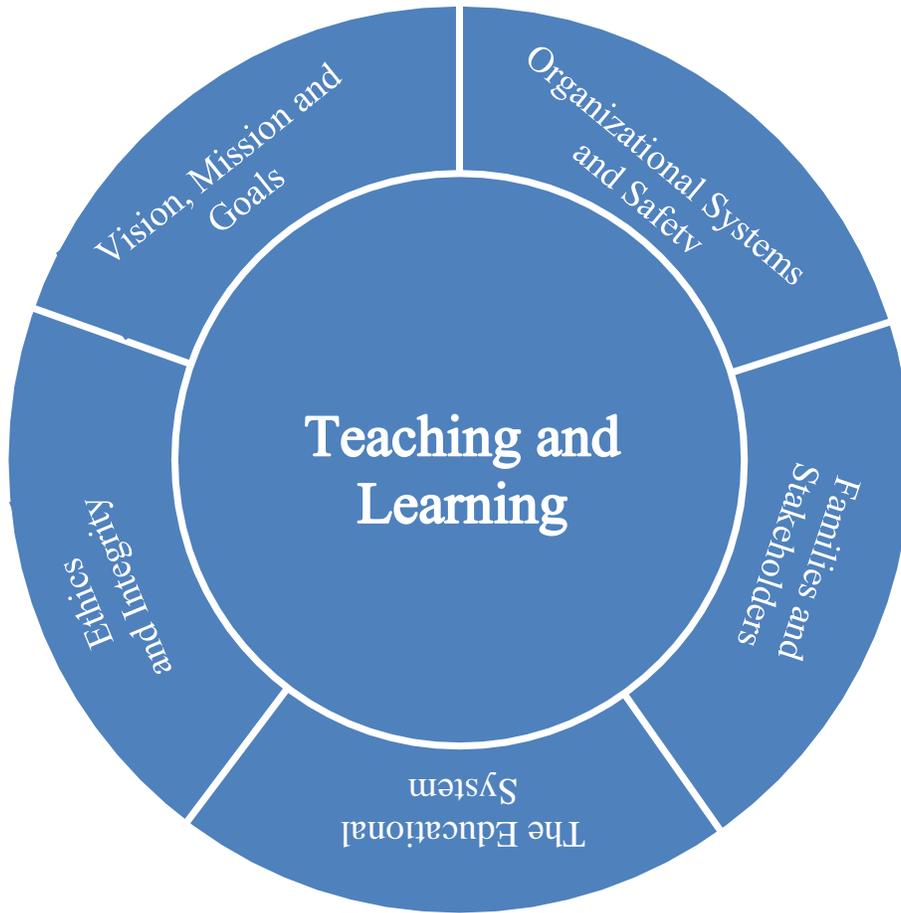
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is framed by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
- 2. Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
- 3. Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*
- 4. Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
- 5. Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
- 6. The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools. Improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises half of the leadership practice rating and the other five performance expectations are equally weighted.

Leadership Practice – 6 Performance Expectations



In order to arrive at these ratings, administrators are measured against the **CCL: Leader Evaluation Rubric (Appendix A)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for evaluators and evaluatees to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

In some cases, evaluators may find that an evaluatee demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Evaluatees and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and evaluatees will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and evaluatees should identify a few specific areas for ongoing support and growth.

All indicators of the evaluation rubric may not apply to assistant principals, directors, supervisors or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the CCL: Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the evaluatee and evaluator completing the evaluation:

The evaluatee and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the evaluatee's leadership practice.

1. The evaluatee collects evidence about his/her practice and the evaluator collects evidence about the evaluatee's practice with particular emphasis on the identified focus areas for development. **Evaluators must conduct at least two site observations for any evaluatee and must conduct a minimum of four site observations for evaluatees who are new to the district, school, the profession, or who have received ratings of *developing* or *below standard*.** Evaluators are defined as Central Office administration for principals and directors, principals for assistant principals and directors for supervisors.
2. The evaluatee and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward the established focus areas/goals and any other identified areas of concern.
3. No later than June 1st, the evaluatee reviews all information and data collected during the year and completes a summative self-assessment (Appendix E) for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the evaluatee meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing*, or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation prior to June 30th

| Exemplary | Proficient | Developing | Below Standard |
|---|---|--|---|
| <p><i>Exemplary</i> on Teaching and Learning</p> <p style="text-align: center;">+</p> <p><i>Exemplary</i> on at least 2 other performance expectations</p> <p style="text-align: center;">+</p> <p>No rating below <i>Proficient</i> on any performance expectation</p> | <p>At least <i>Proficient</i> on Teaching and Learning</p> <p style="text-align: center;">+</p> <p>At least <i>Proficient</i> on at least 3 other performance expectations</p> <p style="text-align: center;">+</p> <p>No rating below <i>Developing</i> on any performance expectation</p> | <p>At least <i>Developing</i> on Teaching and Learning</p> <p style="text-align: center;">+</p> <p>At least <i>Developing</i> on at least 3 other performance expectations</p> | <p><i>Below Standard</i> on Teaching and Learning</p> <p style="text-align: center;">or</p> <p><i>Below Standard</i> on at least 3 other performance expectations</p> |

Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders is 10% of an administrator’s summative rating. A survey with measures that align to the CCL: Connecticut School Leadership Standards is administered yearly to stakeholders to assess a leaders’ effectiveness.

The survey(s) selected by the district for gathering feedback is valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys have a broader application as part of evaluator evaluation systems, school-or district-wide feedback and planning, or other purposes.

The survey administered aligns to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so evaluatees and their evaluators should select relevant portions of the survey’s results to incorporate into the evaluation and development model.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Arriving at a Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

This is accomplished in the following steps, undertaken by the evaluatee and reviewed by the evaluator:

1. Administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards
2. Review and analyze standardized district survey results to establish baseline
3. Identify one area for growth, set a target for growth and detail the processes to be employed to accomplish that growth
4. Later in the school year, administer standardized district survey to relevant stakeholders
5. Aggregate and reflect on data to determine whether the processes employed resulted in the established target being achieved
6. Assign a rating, using this scale:

| Exemplary | Proficient | Developing | Below Standard |
|-------------------------------|-------------------|---|---|
| Substantially exceeded target | Met target | Made substantial progress but did not meet target | Made little or no progress against target |

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the evaluatee in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators capture the administrator's impact on student learning and comprise half of the final rating.

Student Related Indicators includes two categories:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Category #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

Currently, the state's accountability system includes two measures of student academic learning:

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), Smarter Balanced Assessment Consortium (SBAC)].
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

| | | | | |
|----------|-----------------------|------------------------|--------------------------|------------------------|
| SPI ≥ 88 | Did not Maintain | Maintain | | |
| | 1 | 4 | | |
| SPI < 88 | < 50% target progress | 50-99% target progress | 100-125% target progress | > 125% target progress |
| | 1 | 2 | 3 | 4 |

NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

| | |
|-------------------------|-----------------------------|
| SPI Progress | 100% minus subgroup % |
| SPI Subgroup Progress * | 10% per subgroup; up to 50% |

* Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

| Measure | Score | Weight | Summary Score |
|-------------------------|-------|--------|---------------|
| SPI Progress | 3 | .8 | 2.4 |
| SPI Subgroup 1 Progress | 2 | .1 | .2 |
| SPI Subgroup 2 Progress | 2 | .1 | .2 |
| Total | | | 2.8 |

Step 3: The weighted scores in each category are summed; resulting in an overall state test rating that is scored on the following scale:

| Exemplary | Proficient | Developing | Below Standard |
|-----------------|---------------------|---------------------|----------------|
| At or above 3.5 | Between 2.5 and 3.4 | Between 1.5 and 2.4 | Less than 1.5 |

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

| | SLO 1 | SLO 2 | SLO 3 |
|--|--|-------------------|-------|
| Elementary or Middle School Administrator | Non-tested subjects or grades | Broad discretion* | |
| High School Administrator | Graduation (meets the non-tested grades or subjects requirement) | Broad discretion* | |
| Central Office Administrator | (meets the non-tested grades or subjects requirement) | | |

*Indicators may focus on student results from all or a subset of teachers, grade levels or subjects for Assistant Principals, Directors, Supervisors and Central Office Administrators.

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way:

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft a school/department strategic plan. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to the district strategic plan and (b) aligned with the school/ department strategic plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - ◆ The objectives are adequately ambitious.
 - ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - ◆ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - ◆ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The evaluatee and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, evaluatees receive a rating for this portion, as follows:

| Exemplary | Proficient | Developing | Below Standard |
|--|--|--|--|
| Met all 3 objectives and substantially exceeded at least 2 targets | Met 2 objectives and made at least substantial progress on the 3rd | Met 1 objectives and made substantial progress on at least 1 other | Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2 |

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two categories are plotted on this matrix:

| | | <i>State Measures of Academic Learning</i> | | | |
|---|---|--|-----------------|-----------------|-----------------------------------|
| | | 4 | 3 | 2 | 1 |
| <i>Locally Determined Measures of Academic Learning</i> | 4 | Rate Exemplary | Rate Exemplary | Rate Proficient | <i>Gather further information</i> |
| | 3 | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
| | 2 | Rate Proficient | Rate Proficient | Rate Developing | Rate Developing |
| | 1 | <i>Gather further information</i> | Rate Developing | Rate Developing | Rate Below Standard |

Category #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – is 5% of an administrator’s evaluation.

Increasing teacher effectiveness through improving the percentage of teachers who meet the student learning objectives outlined in their performance evaluations or other locally-determined measures is central to an administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the administrator evaluation and development model also assesses the outcomes of all of that work.

As part of the teacher evaluation and development model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting rigorous SLOs for their evaluation, it is imperative evaluators discuss with their evaluatees their strategies in working with teachers to set ambitious SLOs.

| Exemplary | Proficient | Developing | Below Standard |
|---|---|---|---|
| >80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation | >60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation | >40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation | <40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation |

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Summative Scoring

Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rated *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below *proficient* on all components or unacceptably low on one or more components.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining a Leader Practice Rating, (b) determining a Student Outcomes Rating and (c) combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

| Component | Score (1-4) | Weight | Summary Score |
|---|-------------|--------|---------------|
| Observation of Leadership Practice | 2 | 40 | 80 |
| Stakeholder Feedback | 3 | 10 | 30 |
| TOTAL LEADER PRACTICE-RELATED POINTS | | | 110 |

Rating Table

| Leader Practice-Related Points | Leader Practice-Related Rating |
|--------------------------------|--------------------------------|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

| Component | Score (1-4) | Weight | Points (score x weight) |
|--|-------------|--------|-------------------------|
| Student Learning (SPI Progress and SLOs) | 3 | 45 | 135 |
| Teacher Effectiveness Outcomes | 2 | 5 | 10 |
| TOTAL STUDENT OUTCOMES-RELATED POINTS | | | 145 |

Rating Table

| Student Outcomes Related Indicators Points | Student Outcomes Related Indicators Rating |
|--|--|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

C. OVERALL: Leader Practice (50%) + Student Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is *developing* and the Student Outcomes-Related rating is *proficient*. The summative rating is therefore *proficient*.

If the two categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

| | | <i>Overall Leader Practice Rating</i> | | | |
|--|---|---------------------------------------|-----------------|-----------------|-----------------------------------|
| | | 4 | 3 | 2 | 1 |
| <i>Overall Student Outcomes Rating</i> | 4 | Rate Exemplary | Rate Exemplary | Rate Proficient | <i>Gather further information</i> |
| | 3 | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
| | 2 | Rate Proficient | Rate Proficient | Rate Developing | Rate Developing |
| | 1 | <i>Gather further information</i> | Rate Developing | Rate Developing | Rate Below Standard |

Adjustment of Summative Rating: Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the evaluatee’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. All administrators will need to have a summative rating of “Proficient” or “Exemplary” within 2 years of the implementation of the evaluation and development model. Any administrator not rated “Proficient” or “Exemplary” will be placed on an Individual Administrator Improvement and Remediation Plan.

Administrators receiving a summative rating of “Developing” or “Below Standard” in any year will be placed on an Individual Administrator Improvement and Remediation Plan. After one year of implementation of the Plan, the administrator must have a summative rating of “Proficient” or “Exemplary” to be considered effective.

Administrators new to the district will be required to have no more than one summative rating of “Developing” during their first 2 years and a summative rating of “Proficient” or “Exemplary” in the other year.

SUPPORT AND DEVELOPMENT

Orientation and Training

The District shall offer annual orientation programs regarding the administrator evaluation and development model to administrators who are employed by the Board of Education and whose performance is being evaluated.

The District will provide on-going training for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading: Connecticut School Leadership Standards and the Leader Evaluation Rubric, so that all administrators fully understand the performance expectations and the requirement for being a “Proficient” administrator. Additional training and support will be provided throughout the school year to provide administrators with resources and time to connect with colleagues to deepen their understanding of the evaluation model.

The District will also provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback.

Evaluation-Informed Professional Learning

The primary purpose for professional learning is school improvement as measured by the success of every student. Designing professional learning opportunities for administrators is based on the individual or group of individuals’ needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback.

Educators learn in multiple ways and have various learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences (e.g., collaborating with colleagues, learning teams, study groups, individual study, conducting research).

Career Development and Professional Growth

The District will provide opportunities for administrator career development and professional growth based on the results of the evaluation process. These opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career administrators; participating in the development of administrator improvement and remediation plans for peers whose performance is “Developing” or “Below Standard”; leading professional learning opportunities for their peers; differentiated career pathways; and, targeted professional development based on areas of identified need.

Individual Administrator Improvement and Remediation Plan

Administrators who receive a summative evaluation rating of “Developing” or “Below Standard” will be required to work with their evaluator to design an Individual Administrator Improvement and Remediation Plan. Administrators must receive a summative evaluation rating of “Proficient” within a year of the Administrator Improvement and Remediation Plan being developed and implemented. The plan will be created within 30 days after the completion of the summative rating conference. The Administrator Improvement and Remediation Plan will identify areas of needed improvement and include supports the District will provide to address the performance areas identified as needing improvement. After the development of the Administrator Improvement and Remediation Plan, the evaluator and evaluatee will collaborate to determine the target completion date.

The plan must include the following components:

- Area(s) of needed improvement
- Evidence from summative evaluation that show an area(s) needing improvement (i.e., performance expectation ratings “Developing” or “Below Standard”)
- Exemplar practices/strategies in the area(s) identified as needing improvement that the evaluatee can implement
- Specific tasks the evaluatee will complete that will improve the performance expectation
- List of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor, books)
- How the evaluatee will show progress towards “Proficient” in the identified areas in need of improvement through observations, data, evidence, etc.

The Administrator Improvement and Remediation Plan will be designed and written in a collaborative manner. The evaluator and evaluatee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

Appendix A

Common Core of Leading: Connecticut School Leadership Standards

**Common Core of Leading:
Connecticut School Leadership Standards**

***Performance Expectations, Elements and Indicators**

***For further information, visit:**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&Q=333900>

CCL-CSLS June 27, 2012

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission, and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty, and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission, and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty, and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Element A. Professional Influence: Leaders improve the broader social, cultural, economic, legal, and political contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.²

Indicators: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Indicators: A leader...

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

Element C: Continuous Improvement toward the Vision, Mission, and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

Indicators: A leader...

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals.
5. Seeks and aligns resources to achieve the vision, mission, and goals.

¹ **Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (*e.g. curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions*).

² **Staff:** all educators and non-certified staff.

³ **Stakeholder:** a person, group or organization with an interest in education.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Indicators: *A leader...*

1. Develops shared understanding and commitment to close achievement gaps⁴ so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty⁵ teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Indicators: *A leader...*

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.⁶
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

⁴ **achievement gap** (attainment gap): refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

⁵ **faculty**: certified school faculty.

⁶ **diverse student needs**: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Element C: Assessment and Accountability

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information⁷ to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning, and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

⁷ **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

Narrative

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty, and staff.

Indicators: A leader...

1. Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments, and the community.
2. Advocates for, creates, and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Indicators: A leader...

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance, and security of equipment and technologies that support the teaching and learning environment.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators: A leader...

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state, and federal regulations.
2. Seeks, secures, and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

- **High standards for all students and staff**
- **Including families, community resources, and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and other stakeholders.

Indicators: A leader...

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families, and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Indicators: A leader...

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity⁸ of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

Element C: Community Resources

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators: A leader...

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

⁸**diversity:** including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice⁹ for all students and staff.
4. Protects the rights of students, families, and staff and maintains confidentiality.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission, and goals for student learning.

Indicators: *A leader...*

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

⁹ **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators: *A leader...*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction, and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social, and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect, and honest communication to achieve optimal levels of performance and student success.
6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty, and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

Indicators: *A leader...*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

Indicators: *A leader...*

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

Appendix B

Common Core of Leading (CCL): Leader Evaluation Rubric

CCL: LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals

Education leaders¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

Element A: High Expectations for All

Leaders ensure the creation of the vision, mission, and goals establishes high expectations for all students and staff.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|--|--|--|--|
| <i>1. Information and analysis shape vision, mission and goals</i> | Uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals. | Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals. | Uses data to set goals for students, shapes a vision and mission based on basic data and analysis. | Relies on their own knowledge and assumptions to shape school-wide vision, mission and goals. |
| <i>2. Alignment to policies</i> | Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies. | Aligns the vision, mission and goals of the school to district, state and federal policies. | Establishes school vision, mission and goals that are partially aligned to district priorities. | Does not align the school's vision, mission and goals to district, state or federal policies. |
| <i>3. Diverse perspectives, collaboration and effective learning</i> | Collaboratively creates a shared vision of high expectations with all stakeholders ³ and builds staff capacity to implement a shared vision for high student achievement. | Incorporates diverse perspectives and collaborates with all stakeholders ³ to develop a shared vision, mission and goals so all students have equitable and effective learning opportunities. | Offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. Develops a vision, mission and goals that set high expectations for most students. | Provides limited opportunities for stakeholder involvement in developing and implementing the school's vision, mission and goals. Creates a vision, mission and goals that set low expectations for students. |

¹**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²**Staff:** all educators and non-certified staff

³**Stakeholders:** a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|---|---|---|---|
| <p><i>1. Shared understandings guide decisions and evaluation of outcomes</i></p> | <p><i>Engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</i></p> | <p><i>Develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.</i></p> | <p><i>Develops understanding of the vision, mission and goals with staff and stakeholders.</i></p> <p><i>Provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</i></p> | <p><i>Tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</i></p> |
| <p><i>2. and 3. Communicates vision; advocates for effective learning for all</i></p> | <p><i>Effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</i></p> <p><i>Persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</i></p> | <p><i>Publicly advocates the vision, mission and goals so the school community understands and supports equitable and effective learning opportunities for all students.</i></p> | <p><i>Builds stakeholders' understanding and support for the vision, mission and goals.</i></p> <p><i>Generates some support for equitable and effective learning opportunities for all students.</i></p> | <p><i>Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.</i></p> |

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|--|---|---|---|
| <i>1. Analyzes data to identify needs and gaps between outcomes and goals</i> | <i>Collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. Works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.</i> | <i>Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.</i> | <i>Uses data to identify gaps between current outcomes and goals for some areas of school improvement.</i> | <i>Is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.</i> |
| <i>2. Uses data and collaborates to design, assess and change programs.</i> | <i>Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. Engages all stakeholders in building and leading a school-wide continuous improvement cycle.</i> | <i>Uses data, research and best practice to shape programs and activities and regularly assesses their effects. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.</i> | <i>Uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.</i> | <i>Is unaware of the need to use data, research or best practice to inform and shape programs and activities.</i> |
| <i>3. Identifies and addresses barriers to achieving goals</i> | <i>Focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. Uses challenges or barriers as opportunities to learn and to develop staff.</i> | <i>Identifies and addresses barriers to achieving the vision, mission and goals.</i> | <i>Manages barriers to the achievement of the school's vision, mission and goals on a situational level.</i> | <i>Does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.</i> |
| <i>4. Seeks and aligns resources</i> | <i>Builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. Prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.</i> | <i>Seeks and aligns resources to achieve the vision, mission and goals.</i> | <i>Aligns resources to some initiatives related to the school's vision, mission and goals.</i> | <i>Is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.</i> |

CCL: LEADER EVALUATION RUBRIC
Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|--|--|--|---|
| <i>1. Closes achievement gaps</i> | <i>Regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. Establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.</i> | <i>Develops shared understanding and commitment to close achievement gaps¹ so all students achieve at their highest levels.</i> | <i>Uses student outcome data to build their own awareness of achievement gaps. Is developing a personal commitment to improvement for all students.</i> | <i>Is unaware of the achievement gap¹. Is working toward improvement for only some students.</i> |
| <i>2. Supports and evaluates professional development</i> | <i>Works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.</i> | <i>Supports and evaluates professional development to broaden faculty² teaching skills to meet the needs of all students.</i> | <i>Provides professional development staff addressing some but not all needs for improvements.</i> | <i>Provides professional development that is misaligned with faculty and student needs. Does not monitor classroom instruction for the implementation of professional development content.</i> |

¹**Achievement gap:** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

²**Faculty:** certified school faculty

...continued

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|---|---|--|---|
| <p><i>3. and 4. Fosters inquiry and collaboration for improvement</i></p> | <p><i>Develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</i></p> <p><i>Builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</i></p> | <p><i>Seeks opportunities for personal and professional growth through continuous inquiry.</i></p> <p><i>Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</i></p> | <p><i>Models learning and seeks opportunities for personal growth.</i></p> <p><i>Encourages staff collaboration and growth to improve teaching and learning.</i></p> | <p><i>Establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies.</i></p> <p><i>Is uninvolved in faculty conversations to resolve student learning challenges</i></p> |
| <p><i>5. Supports teacher reflection and leadership</i></p> | <p><i>Provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction.</i></p> <p><i>Builds a strong instructional leadership team, builds the leadership capacity of promising staff and distributes leadership opportunities among staff.</i></p> | <p><i>Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</i></p> | <p><i>Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</i></p> | <p><i>Provides insufficient time and resources for teachers to work together on instructional improvement.</i></p> <p><i>Provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</i></p> |
| <p><i>6. Provides feedback to improve instruction</i></p> | <p><i>Provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</i></p> <p><i>Creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</i></p> | <p><i>Provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</i></p> | <p><i>Provides sporadic feedback based on data, assessments or evaluations.</i></p> <p><i>Monitors some teachers' practice for improvements based on feedback.</i></p> | <p><i>Ineffectively uses data, assessments or evaluation methods to support feedback.</i></p> <p><i>Does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</i></p> |

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|---|--|--|---|
| <p>1. and 2. Aligns curriculum, instruction and assessment to standards</p> | <p><i>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.</i></p> <p><i>Monitors and evaluates the alignment of all instructional processes.</i></p> | <p><i>Develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.</i></p> <p><i>Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</i></p> | <p><i>Builds their own understanding of state and national standards.</i></p> <p><i>Develops curriculum, instruction and assessment methods that are loosely aligned to standards.</i></p> | <p><i>Is unaware of how to align curriculum with standards, instruction and assessments.</i></p> |
| <p>3. Improves instruction for the diverse needs of all students</p> | <p><i>Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.</i></p> <p><i>Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.</i></p> | <p><i>Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹.</i></p> | <p><i>Uses evidence-based strategies and instructional practices that address the learning needs of some but not all student populations¹.</i></p> | <p><i>Supports the use of instructional strategies that do not meet the diverse learning needs of students.</i></p> |

¹Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

...continued

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|---|--|---|--|
| <i>4. Collaboratively monitors and adjusts curriculum and instruction</i> | <i>Empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</i> | <i>Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</i> | <i>Analyzes student work and monitors student progress with occasional collaboration from staff. Facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</i> | <i>Is unaware of how to analyze student progress using student work. Supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</i> |
| <i>5. Provides resources and training for extended learning</i> | <i>Builds strong faculty commitment to extending learning beyond the classroom. Collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</i> | <i>Provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</i> | <i>Promotes learning beyond the classroom. Provides consistent support and resources to faculty around extending learning opportunities.</i> | <i>Identifies only limited resources and supports for extending learning beyond the classroom.</i> |
| <i>6. Supports the success of faculty and students as global citizens¹</i> | <i>Establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. Faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</i> | <i>Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</i> | <i>Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</i> | <i>Focuses only on established academic standards as goals for student and staff skills. Provides limited support or development for staff or students associated with the dispositions for a global citizen.</i> |

¹A Global Citizen uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, and appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|---|--|--|---|
| <i>1 and 2. Uses multiple sources of information¹ to improve instruction</i> | <p><i>Builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.</i></p> <p><i>Empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</i></p> | <p><i>Uses district, state, national and international assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.</i></p> | <p><i>Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</i></p> <p><i>Is learning to use multiple sources of information to identify areas for improvement.</i></p> | <p><i>Monitors limited sources of student information and staff evaluation data.</i></p> <p><i>Does not connect information to school goals and/or instruction.</i></p> |
| <i>3. Staff evaluation</i> | <p><i>Sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers.</i></p> <p><i>Develops and supports individual staff learning plans and school improvement goals based on evaluations.</i></p> | <p><i>Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</i></p> | <p><i>Completes evaluations for all staff according to stated requirements.</i></p> <p><i>Uses some evaluation results to inform professional development.</i></p> | <p><i>Conducts occasional classroom observations for some staff.</i></p> <p><i>Does not connect evaluation results to professional development or school improvement goals.</i></p> |
| <i>4. Communicates progress</i> | <p><i>Builds the capacity of all staff to share ongoing progress updates with families and other staff members.</i></p> <p><i>Consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.</i></p> | <p><i>Interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.</i></p> | <p><i>Provides updates on student progress to faculty and families.</i></p> | <p><i>Provides limited information about student progress to faculty and families.</i></p> |

¹**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

CCL: LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|--|---|---|---|
| <i>1. Safety and security plan</i> | <i>Continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.</i> | <i>Develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.</i> | <i>Develops a safety and security plan and monitors its implementation. Creates minimal engagement with the community around safety plan.</i> | <i>Insufficiently plans for school safety.</i> |
| <i>2. Positive school climate for learning</i> | <i>Supports ongoing collaboration from staff and community to review and strengthen a positive school climate. Develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.</i> | <i>Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.</i> | <i>Seeks input and discussion from school community members to build his/her own understanding of school climate. Plans to develop a school climate focused on learning and social/emotional safety.</i> | <i>Is unaware of the link between school climate and student learning. Acts alone in addressing school climate issues.</i> |
| <i>3. Community norms for learning</i> | <i>Builds ownership for all staff, community and students to develop and review community norms for accountable behavior. Students, staff and parents all hold themselves and each other accountable for following the established norms.</i> | <i>Involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.</i> | <i>Develops and informs staff about community norms for accountable behavior. Monitors for implementation of established norms.</i> | <i>Uses his/her own judgment to develop norms for behavior. Does not consistently implement or monitor norms for accountable behavior.</i> |

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|--|--|--|---|
| <i>1. and 4. Evaluate and improve operational systems</i> | <i>Continuously evaluates and revises school processes. Plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.</i> | <i>Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system</i> | <i>Reviews existing processes and plans improvements to operational systems.</i> | <i>Ineffectively monitors operational processes. Makes minimal improvements to the operational system.</i> |
| <i>2. Safe physical plant</i> | <i>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues.</i> | <i>Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.</i> | | <i>Maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.</i> |
| <i>3. Data systems to inform practice</i> | <i>Gathers regular input from faculty on new communications or data systems that could improve practice. Seeks new capabilities and resources based on school community input.</i> | <i>Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.</i> | <i>Monitors communication and data systems to provide support to practice.</i> | <i>Uses existing data systems that provide inadequate information to inform practice.</i> |
| <i>4. Equipment and technology for learning</i> | <i>Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.</i> | <i>Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.</i> | <i>Identifies new equipment and technologies and/or maintains existing technology. Is learning about how technology can support the learning environment.</i> | <i>Uses existing equipment and technology or technology that ineffectively supports teaching and learning.</i> |

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|--|--|---|--|
| <p>1. and 2. Aligns resources to goals</p> | <p><i>Works with community to secure necessary funds to support school goals.</i></p> <p><i>Aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</i></p> | <p><i>Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</i></p> <p><i>Seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</i></p> | <p><i>Develops and operates a budget within fiscal guidelines.</i></p> <p><i>Aligns resources to school goals and to strengthening professional practice.</i></p> | <p><i>Operates a budget that does not align with district or state guidelines.</i></p> <p><i>Allocates resources that are not aligned to school goals.</i></p> |
| <p>3. Recruits and retains staff</p> | <p><i>Involves all stakeholders in processes to recruit, select and support effective new staff.</i></p> <p><i>Implements strategies and practices that successfully retain and develop effective staff in the school and district.</i></p> | <p><i>Implements practices to recruit, support and retain highly qualified staff.</i></p> | <p><i>Reviews and improves processes for recruiting and selecting staff.</i></p> <p><i>Provides support to early career teachers but has limited strategies to develop and retain effective teachers.</i></p> | <p><i>Uses hiring processes that involve few recruiting sources.</i></p> <p><i>Provides limited support for early career teachers and has few strategies to retain teachers.</i></p> |
| <p>4. Conducts staff evaluations</p> | <p><i>Coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</i></p> <p><i>Works with staff to connect evaluation processes to professional learning and instructional improvement.</i></p> | <p><i>Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</i></p> | <p><i>Prioritizes and completes staff evaluation processes.</i></p> <p><i>Is beginning to connect evaluation process and results to professional learning.</i></p> | <p><i>Does not consistently implement district/state evaluation processes.</i></p> <p><i>Evaluation results are not used to improve teaching and learning.</i></p> |

CCL: LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|---|---|--|--|
| <i>1. Accesses family and community resources</i> | <i>Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.</i> | <i>Coordinates the resources of schools, family members and the community to improve student achievement.</i> | <i>Reaches out to the broader community to access resources and support. Secures community resources that are not consistently aligned to student learning.</i> | <i>Is unaware of how to access resources or support from families and the community.</i> |
| <i>2. Engages families in decisions</i> | <i>Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.</i> | <i>Welcomes and engages all families in decision-making to support their children's education.</i> | <i>Welcomes family involvement in some school decisions and events that support their children's education.</i> | <i>Provides limited opportunities for families to engage in educational decisions. Does not ensure that families feel welcome in the school environment.</i> |
| <i>3. Communicates with families and community</i> | <i>Uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school, families and community members.</i> | <i>Uses a variety of strategies to engage in open communication with staff, families and community members.</i> | <i>Shares information and progress with families. Provides opportunities for families and community members to share input and concerns with the school.</i> | <i>Uses limited strategies to communicate with families and community members. Limits opportunities for families and community members to share input and concerns with the school.</i> |

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|--|--|--|---|
| <i>1. Communicates effectively</i> | <i>Communicates and interacts effectively with a wide range of stakeholders. Builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.</i> | <i>Demonstrates the ability to understand, communicate with and interact effectively with people</i> | <i>Communicates clearly with most people. Seeks more opportunities to interact with stakeholders.</i> | <i>Ineffectively communicates with members of the school community.</i> |
| <i>2. Understands and accommodates diverse student and community conditions</i> | <i>Uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. Collaborates with staff to meet the diverse needs of students and the community.</i> | <i>Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.</i> | <i>Collects information to understand diverse student and community conditions. Provides some accommodations for diverse student and community conditions.</i> | <i>Uses limited resources to understand diverse student needs. Demonstrates limited knowledge of community conditions and dynamics.</i> |
| <i>3. Capitalizes on diversity</i> | <i>Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.</i> | <i>Capitalizes on the diversity of the community as an asset to strengthen education.</i> | <i>Values community diversity. Develops some connections between community diversity and educational programs.</i> | <i>Demonstrates limited awareness of community diversity as an educational asset.</i> |
| <i>4. Collaborates with community programs</i> | <i>Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.</i> | <i>Collaborates with community programs serving students with diverse needs.</i> | <i>Collaborates with community programs to meet some student learning needs.</i> | <i>Establishes limited collaboration with community programs. Community programs address few student learning needs.</i> |
| <i>5. Involves all stakeholders</i> | <i>Builds a culture of ongoing open discussion for all stakeholders. Actively seeks and values alternate viewpoints.</i> | <i>Involves all stakeholders, including those with competing or conflicting educational perspectives.</i> | <i>Elicits some stakeholder involvement and input. Seeks occasional input from competing educational perspectives.</i> | <i>Provides limited opportunities for stakeholder input. Occasionally excludes or ignores competing perspectives.</i> |

¹Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|--|---|--|---|
| <i>1. Collaborates with community agencies</i> | <i>Proactively identifies and prioritize essential resources and services for children and families. Collaborates with community agencies to provide prioritized services and consistently evaluates service quality.</i> | <i>Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.</i> | <i>Collaborates with some community agencies for health, social or other services. Provides some access to resources and services to children and families.</i> | <i>Works with community agencies when needed. Provides limited access to community resources and services to children and families.</i> |
| <i>2. Develops relationships with community agencies</i> | <i>Develops ongoing relationships with community agencies aligned to school needs. Assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.</i> | <i>Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.</i> | <i>Develops relationships with community organizations and agencies. Evaluates some partnerships to ensure benefit to agencies and school community.</i> | <i>Develops limited relationships with community agencies. Community partnerships inconsistently meet the needs of the school community.</i> |
| <i>3. Applies resources to meet the needs of children and families</i> | <i>Identifies educational needs of students and families and aligns all resources to specific needs.</i> | <i>Applies resources and funds to support the educational needs of all children and families.</i> | <i>Aligns resources to the educational needs of students. Supports the educational needs of most families.</i> | <i>Does not consistently align resources to the educational needs of the school.</i> |

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Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---------------------------------------|--|--|---|---|
| <i>1. Professional responsibility</i> | <i>Continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.</i> | <i>Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.</i> | | <i>Does not consistently exhibit or promote professional responsibility in accordance with the Connecticut code of Professional Responsibility for Educators.</i> |
| <i>2. Ethics</i> | <i>Holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.</i> | <i>Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.</i> | | <i>Does not consistently demonstrate personal and professional ethical practices.</i> |
| <i>3. Equity and social justice</i> | <i>Removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. Promotes social justice by ensuring all students have access to educational opportunities.</i> | <i>Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.</i> | <i>Earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.</i> | <i>Does not consistently promote educational equity and social justice for students.</i> |
| <i>4. Rights and confidentiality</i> | <i>Builds a shared commitment to protecting the rights of all students and stakeholders. Maintains confidentiality, as appropriate.</i> | <i>Protects the rights of students, families and staff and maintains confidentiality.</i> | | <i>Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.</i> |

¹**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|---|--|---|--|
| <i>1. Respects the dignity and worth of each individual</i> | <i>Promotes the recognition of the dignity and worth of everyone.</i> | <i>Demonstrates respect for the inherent dignity and worth of each individual.</i> | | <i>Does not consistently treat everyone with respect.</i> |
| <i>2. Models respect for diversity and equitable practices</i> | <i>Builds a shared commitment to diversity and equitable practices for all stakeholders.</i> | <i>Models respect for diversity and equitable practices for all stakeholders.</i> | | <i>Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.</i> |
| <i>3. Advocates for mission, vision and goals</i> | <i>Advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.</i> | <i>Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.</i> | <i>Advocates for the vision, mission and goals.</i> | <i>Does not consistently advocate for or act on commitments stated in the mission, vision and goals.</i> |
| <i>4. Ensures a positive learning environment</i> | <i>Skillfully anticipates and overcomes challenges and collaborates with others to ensure values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.</i> | <i>Overcomes challenges and leads others to ensure values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.</i> | <i>Addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.</i> | <i>Does not consistently address challenges or contribute to a positive learning environment.</i> |

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|--|---|--|---|
| <i>1. Lifelong learning</i> | <i>Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.</i> | <i>Models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.</i> | <i>Recognizes the importance of personal learning needs. Uses some research and best practices for professional growth.</i> | <i>Does not consistently engage in or seek personal professional learning opportunities.</i> |
| <i>2. Support of professional learning</i> | <i>Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.</i> | <i>Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.</i> | <i>Supports professional development that is primarily related to curriculum and instructional needs.</i> | <i>Does not consistently support and use professional development to strengthen curriculum, instruction and assessment.</i> |
| <i>3. Allocates resources equitably</i> | <i>Actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.</i> | <i>Allocates resources equitably to sustain a high level of organizational performance.</i> | <i>Allocates resources which address some organizational needs.</i> | <i>Does not equitably use resources to sustain and strengthen organizational performance.</i> |
| <i>4. Promotes appropriate use of technology</i> | <i>Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.</i> | <i>Promotes understanding of the legal, social and ethical use of technology among all members of the school community.</i> | <i>Promotes the use of technology and has addressed some legal, social and ethical issues.</i> | <i>Demonstrates a limited understanding of technology and ethical implications for its use.</i> |
| <i>5. Inspires student success</i> | <i>Creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.</i> | <i>Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.</i> | <i>Promotes communication and is building trust and respect to strengthen school performance and student learning.</i> | <i>Ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.</i> |

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Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|---|---|--|--|
| <i>1. Promotes public discussion about educational laws, policies and regulations</i> | <i>Engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.</i> | <i>Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.</i> | <i>Follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.</i> | <i>Does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.</i> |
| <i>2. Builds relationships with stakeholders and policymakers</i> | <i>Actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using communication.</i> | <i>Develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to and influence issues that affect education.</i> | <i>Identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.</i> | <i>Takes few opportunities to engage stakeholders in educational issues.</i> |
| <i>3. Advocates for equity, access and adequacy of student and family resources</i> | <i>Empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.</i> | <i>Advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</i> | <i>Is learning how to help students and families locate, acquire and access programs, services or resources to create equity.</i> | <i>Has limited understanding and/or ineffectively uses resources for family services and support through community agencies.</i> |

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|--|--|--|--|---|
| <i>1. Accurately communicates educational performance</i> | <i>Engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.</i> | <i>Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</i> | <i>School growth measures and student data. Conducts basic data analyses and communicates data about education performance.</i> | <i>Ineffectively communicates with members of the school community. Does not fully understand growth, trends and implications for improvement.</i> |
| <i>2. Improves public understanding of legislation, policy and laws</i> | <i>Actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.</i> | <i>Communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.</i> | <i>Shares information about federal, state and local laws, policies and regulations. Provides information to decision-makers and the community.</i> | <i>Provides incomplete information to the public to understand school or students results, legal issues, practices and implications.</i> |
| <i>3. Upholds laws and influences educational policies and regulations</i> | <i>Works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.</i> | <i>Upholds federal, state and local laws and influences policies and regulations in support of education.</i> | <i>Upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.</i> | <i>Does not consistently uphold laws and/or regulations.</i> |

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

| Indicator | Exemplary | Proficient | Developing | Below Standard |
|---|--|--|--|--|
| <i>1. Advocates for public policies to support the present and future needs of children and families</i> | <i>Works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.</i> | <i>Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.</i> | <i>Identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.</i> | <i>Does not advocate for policies and procedures to meet the needs of all students and their families.</i> |
| <i>2. Promotes public policies and ensures appropriate, adequate and equitable human and fiscal resources</i> | <i>Aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.</i> | <i>Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.</i> | <i>Supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. Allocates and distributes school resources among faculty, staff and students.</i> | <i>Is unaware of policies that result in equitable resources to meet the needs of all students. Does not allocate resources appropriately, adequately or equitably.</i> |
| <i>3. Collaborates with leaders to inform planning, policies and programs</i> | <i>Actively engages in stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning. Is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.</i> | <i>Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.</i> | <i>Is learning to collect, analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.</i> | <i>Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.</i> |

Appendix C
Connecticut Code of Professional Responsibility for School Administrators

Applicability of the **Code of Professional Responsibility** for Administrators to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective administrator candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers the Code of Professional Responsibility for School Administrators;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for School Leaders; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Standards for School Leaders
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut State Department of Education



Stefan Pryor
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

Connecticut Code of Professional Responsibility

For School Administrators

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



PREAMBLE

Subsection (a)

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Connecticut Code of Professional Responsibility for School Administrators

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

(b) RESPONSIBILITY TO THE STUDENT

The professional school administrator, in full recognition of obligation to the student, shall:

- (1) Make the well-being of students the fundamental value in all decision making and actions;
- (2) Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
- (3) Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
- (4) 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;
- (5) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (6) Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (7) Assist students in the formulation of positive goals;
- (8) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- (9) Develop within students fundamental critical thinking skills and problem-solving techniques;
- (10) Ensure quality education for all students;
- (11) Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
- (12) Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
- (13) Promote ongoing development and evaluation of curriculum.

(c) RESPONSIBILITY TO THE PROFESSION AND STAFF

The professional school administrator, in full recognition of obligations to the profession, shall:

- (1) Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
- (2) Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
- (3) Encourage student learning through the effective support of all staff engaged in the learning process;
- (4) Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
- (5) Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
- (6) Promote the employment of only qualified, certified educators, and qualified non-certified staff;
- (7) Encourage promising, qualified and competent individuals to enter the education profession; and
- (8) Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

(d) RESPONSIBILITY TO THE COMMUNITY

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

- (1) Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;

- (2) Obey local, state and national laws;
- (3) Implement the governing board policies and administrative rules and regulations;
- (4) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (5) Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
- (6) Avoid misusing administrative position for personal gain;
- (7) Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
- (8) Promote the principles and ideals of democratic citizenship; and
- (9) Endeavor to secure equal educational opportunities for all children.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

- (1) Respect the dignity of each family, its culture, customs and beliefs;
- (2) Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
- (3) Respond in a timely fashion to families' concerns;
- (4) Consider the family's perspective on issues involving its children;
- (5) Encourage participation of the family in the educational process; and
- (6) Foster open communication among the family, staff and administrators.

Appendix D

Examples of Evidence for Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission and Goals

Education leaders¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

ELEMENT A: High Expectations for All

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff².

- The vision, mission and goals are supported by current, relevant data
- Written values and beliefs reflect high expectations for all students
- The vision focuses on student academic excellence and healthy social/ emotional development
- Goals and the instructional program are clearly aligned to the vision
- The vision, mission and goals are collaboratively developed by and shared with stakeholder groups

EXAMPLES OF EVIDENCE

The school's goals and vision are shared and widely known within the school community

- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short and long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

ELEMENT B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

- The school's goals and vision are shared and widely known within the school community
- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short- and-long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

ELEMENT C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

- Disaggregated student data is continually monitored and analyzed to determine the current state of the school
- Progress toward goals is collaboratively reviewed to make necessary adjustments that keep the focus on student outcomes
- Fiscal and human resources are aligned with and support priority areas and goals

¹**Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²**Staff:** All educators and non-certified staff

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

ELEMENT A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

- Stakeholders are focused on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress
- Effective instructional practices are being implemented across multiple classrooms
- Staff are actively engaged in job-embedded collaborative learning including observations of other teachers
- Teachers are frequently observed by peers and the principal who provide actionable feedback for reflection and improved instruction
- Teacher leadership opportunities are available and designed to support improved instruction and student outcomes

ELEMENT B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

- The school instructional framework aligns curriculum with standards, instruction, assessment and learning
- A rigorous, relevant and standards-based curriculum that meets the unique needs of each student is being implemented
- Stakeholders collaboratively review and analyze the effectiveness of the curriculum to make real-time and necessary adjustments
- Faculty and students are offered diverse and innovative learning opportunities that extend beyond the classroom

ELEMENT C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

- Systems to access real-time data and purposefully monitor progress toward goals are in place and operational
- Information from multiple sources – qualitative and quantitative, formative and summative – is collaboratively collected and analyzed
- Teachers and staff are evaluated and receive targeted support and guidance through on-going classroom visits and dialogue
- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

- The school building is clean and safe in accordance with the school safety plan and any legal regulations
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

- School building is clean and safe in accordance with the school safety plan and any legal regulations
- Operational responsibilities are distributed among the individuals responsible for the students' education and well-being
- Up-to-date data systems are used to inform operational, instructional and safety procedures
- Technology equipment is functional and supports the success of all students and adults

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

- Instructional funds are transparently and equitably distributed to accomplish the organizational goals
- Teachers who have the expertise to deliver instruction that maximizes student learning are recruited and retained
- Teachers and staff are evaluated and receive targeted support and guidance as required by district and state evaluation requirements

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

- School staff, families and community members interact and communicate regularly to share ownership for the success of the school
- The school meaningfully engages families in the learning process

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

- The success of all students is promoted through collaboration among family and community partners
- School leadership welcomes and responds to diverse community interests and needs and mobilizes community resources
- Families and community members from a diversity of cultures and backgrounds are engaged as partners in the learning process
- Structures are in place to ensure all stakeholders, regardless of position or viewpoint, are engaged in the learning community

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

- Community resources are leveraged to meet student needs such as after-school food sources, health care services, employment opportunities, social services and additional educational services
- School resources are used to support the needs of students and their families

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

- Expectations for professional and ethical behavior are clearly communicated and modeled by school personnel
- Program implementation and outcome data are monitored to ensure equity and guarantee that all students are justly served
- There are audits of student and adult data to ensure privacy and confidentiality are maintained

Element B: Personal Values and Beliefs:

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

- Each person in the learning community is known, valued and respected
- Influential educational, political and community leaders are mobilized to advocate for the vision, mission and goals of the school
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

Element C: High Standards for Self and Others.

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

- Life-long learning is modeled by staff through engaging in professional learning that is aligned with the vision, goals and objectives of the school
- Current educational research and best practices are reflected in all facets of the school
- Resources are equitably allocated to the core components of student academic, social, emotional, behavioral and physical development as well as to educator quality
- Technology is appropriately used for learning and communication purposes
- The learning community is inspired to work together toward high levels of student performance

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

- The goals of the school and education more broadly are promoted and advocated for throughout the school community
- Internal stakeholders are equipped with talking points and advocacy plans so they can influence key external groups with a consistent voice

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision
- The school complies with legal and ethical requirements in relationships with all stakeholders and clearly communicates all applicable state, federal and district policies, procedures and guidelines
- Structures and systems are in place to review compliance with all laws

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

- The school leader is a visible ambassador for education in the learning community and in the district, city, state or nation
- Deliberate relationships with policy makers are developed to influence policy and advocate for programs that improve education

Appendix E

Administrator Evaluation and Development Model Forms

- Student Learning Objective Goal Setting Form for Administrator SLOs
- SLO “Quality” Test
- Mid-Year Administrator Self-Assessment Reflection
- End-of-Year Administrator Leadership Practice Self-Assessment Reflection

AVON PUBLIC SCHOOLS

Student Learning Objective Goal Setting Form for Administrator SLOs

| | | |
|-----------------------|----------------|--------------|
| <i>Administrator:</i> | <i>School:</i> | <i>Date:</i> |
|-----------------------|----------------|--------------|

SLO Statement

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Data Analysis

What critical area of growth, a grade or subject not included in state assessment data, or/and a sub-group that has been underperforming at your school is addressed by this SLO?

What data were reviewed for this SLO? How does the data and past performance support the SLO?

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Alignment

How is the SLO aligned to the district and school/department strategic plans?

How does the SLO provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?

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Measures

What measures or assessments will be used to track progress on the SLO and how will they allow you to track growth through benchmarks throughout the year.

How will you measure the outcome of your SLO?

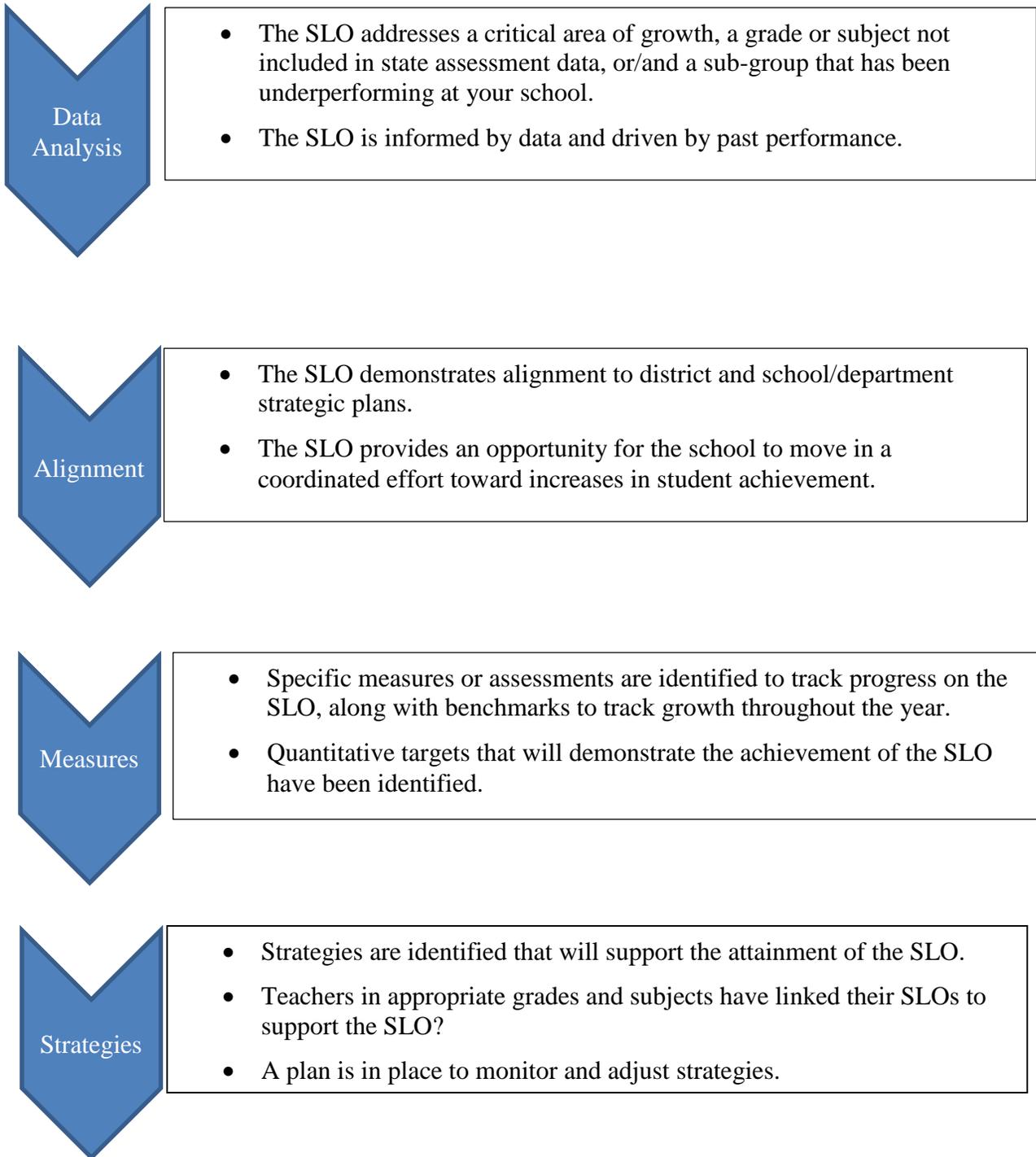
Strategies

What strategies will you use to accomplish this SLO?

How have teachers in appropriate grades and subjects linked their SLOs to this SLO?

How will you monitor and adjust these strategies?

SLO “Quality” Test



AVON PUBLIC SCHOOLS

Mid-Year Administrator Self-Assessment Reflection

| | | |
|-----------------------|----------------|--------------|
| <i>Administrator:</i> | <i>School:</i> | <i>Date:</i> |
|-----------------------|----------------|--------------|

| |
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| 1. Describe your progress to date for each focus area/goal/SLO. A. SLO 1: B. SLO 2: C. SLO 3: D. Area of Focus 1: E. Area of Focus 2: F. Survey Target |
| 2. Describe the professional learning and/or strategies that have contributed to your progress. |
| 3. Have you encountered any challenges or barriers to making progress on your focus areas/goals/SLOs? |
| 4. What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your focus areas/goals/SLOs? |
| 5. Other comments. |

AVON PUBLIC SCHOOLS

End-of-Year Administrator Leadership Practice Self-Assessment Reflection

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|-----------------------|----------------|--------------|
| <i>Administrator:</i> | <i>School:</i> | <i>Date:</i> |
|-----------------------|----------------|--------------|

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

PE1 – Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.

The Leader...

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| PE1A 1. Information and analysis shape vision, mission and goals |
| PE1A 2. Alignment to policies |
| PE1A 3. Diverse perspectives, collaboration and effective learning |

PE1 – Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader...

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| PE1B 1. Shared understandings guide decisions and evaluation of outcomes |
| PE1B 2. and 3. combined – Communicates vision; advocates for effective learning for all |

PE1 – Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader...

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| PE1C 1. Analyzes data to identify needs and gaps between outcomes and goals |
| PE1C 2. and 3. combined - Uses data and collaborates to design, assess and change programs |
| PE1C 4. Identifies and addresses barriers to achieving goals |
| PE1C 5. Seeks and aligns resources |

Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

PE2 – Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

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| PE2A 1. Closes achievement gaps |
| PE2A 2. Supports and evaluates professional development |
| PE2A 3. and 4. combined – Fosters inquiry and collaboration for improvement |
| PE2A 5. Supports teacher reflection and leadership |
| PE2A 6. Provides feedback to improve instruction |

PE2 – Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader...

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| PE2B 1. and 2. combined – Aligns curriculum, instruction and assessment to standards |
| PE2B 3. Improves instruction for the diverse needs of all students |
| PE2B 4. Collaboratively monitors and adjusts curriculum and instruction |
| PE2B 5. Provides resources and training for extended learning |
| PE2B 6. Supports the success of faculty and students as global citizens |

PE2 – Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader...

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| PE2C 1. and 2. combined – Uses multiple source of information to improve instruction |
| PE2C 3. Staff evaluation |
| PE2C 4. Communicates progress |

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment.

PE3 – Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader...

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| PE3A 1. Safety and security plan |
| PE3A 2. Positive school climate for learning |
| PE3A 3. Community norms for learning |

PE3 – Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader...

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| PE3B 1. and 4. combined – Evaluate and improve operational systems |
| PE3B 2. Safe physical plant |
| PE3B 3. Data systems to inform practice |
| PE3B 5. Equipment and technology for learning |

PE3 – Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader...

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| PE3C 1. and 2. combined – Aligns resources to goals |
| PE3C 3. Recruits and retains staff |
| PE3C 4. Conducts staff evaluations |

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

PE4 – Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

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| PE4A 1. Accesses family and community resources |
| PE4A 2. Engages families in decisions |
| PE4A 3. Communicates with families and community |

PE4 – Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader...

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| PE4B 1. Communicates effectively |
| PE4B 2. Understands and accommodates diverse student and community conditions |
| PE4B 3. Capitalizes on diversity |
| PE4B 4. Collaborates with community programs |
| PE4B 5. Involves all stakeholders |

PE4 – Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

The Leader...

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| PE4C 1. Collaborates with community agencies |
| PE4C 2. Develops relationships with community agencies |
| PE4C 3. Applies resources to meet the needs of children and families |

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all students and staff by modeling ethical behavior and integrity.

PE5 – Element A: Ethical and Legal Standards of the Profession

Leaders develop ethical and legal behavior.

The Leader...

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| PE5A 1. Professional responsibility |
| PE5A 2. Ethics |
| PE5A 3. Equity and social justice |
| PE5A 4. Rights and confidentiality |

PE5 – Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader...

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| PE5B 1. Respects the dignity and worth of each individual |
| PE5B 2. Models respect for diversity and equitable practices |
| PE5B 3. Advocates for mission, vision and goals |
| PE5B 4. Ensures a positive learning environment |

PE5 – Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader...

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| PE5C 1. Lifelong learner |
| PE5C 2. Support of professional learning |
| PE5C 3. Allocates resources equitably |
| PE5C 4. Promotes appropriate use of technology |
| PE5C 5. Inspires student success |

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

PE6 – Element A: Professional Influence

Leaders improve the broader social, cultural, economic, legal and political contexts of education for all students and families.

The Leader...

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| PE6A 1. Promotes public discussion about educational laws, policies and regulations |
| PE6A 2. Builds relationships with stakeholders and policymakers |
| PE6A 3. Advocates for equity, access and adequacy of student and family resources |

PE6 – Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader...

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| PE6B 1. Accurately communicate educational performance |
| PE6B 2. Improve public understanding of legislation, policy and laws |
| PE6B 3. Uphold laws and influence educational policies and regulations |

PE6 – Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The Leader...

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| PE6C 1. Advocates for public policies to support the present and future needs of children and families |
| PE6C 2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources |
| PE6C 3. Collaborates with leaders to inform planning, policies and programs |