

THE C.E.S. PLAN FOR EDUCATOR EVALUATION AND PROFESSIONAL LEARNING



Cooperative Educational Services

Introduction

The State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12-2 of the June 2012 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopted guidelines for a model teacher and administrator evaluation and support program.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The purpose of the C.E.S. Teacher Evaluation Plan is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

- *Consider multiple, standards-based measures of performance*
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The C.E.S. Teacher Evaluation Plan defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in the research-based on the Connecticut Common Core of Teaching Standards, as well as; the Connecticut Framework K-12 Curricular Goals and Standards; the SBAC/CMT Assessments; and locally-developed curriculum standards.
- *Promote both professional judgment and consistency*
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the Plan aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across programs.
- *Foster dialogue about student learning*
This Plan hinges on improving the professional conversation between and among teachers and administrators with an emphasis on student learning outcomes.

- *Encourage aligned professional development, coaching and feedback to support teacher growth*
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This Plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.
- *Ensure feasibility of implementation*
The 2015-16 revisions to the C.E.S. Teacher Evaluation Plan aim to balance high expectations with flexibility for the time and capacity considerations of our teachers and administrators.

C.E.S. Educator Evaluation & Professional Development Committee	Area of responsibility/Job Title
Justin Bloom	Teacher, Six-to-Six Magnet School
Esther Bobowick	Director, Professional Development Services
Stacey Cronk	Teacher, PLC
Erica Christopher	Teacher, TDP
Catherine Dias	Teacher, Six-to-Six Magnet School
Carrie Evans	Teacher, Six-to-Six Magnet School
Dana Fini	Teacher, TDP
Marge Hughes	Teacher, Six-to-Six Magnet School
Jennifer Kilkelly	Teacher, TDP
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Anna Nelmes-Stoughton	Director/Principal, Six-to-Six Magnet School/ Thurgood Marshall Middle School
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Stephanie Wanzer	Teacher, DLC
Lauren Wilson	Teacher, Six-to-Six Magnet School
Wendy Wilson-Russell	Speech Pathologist, PLC

TEACHER PLAN OVERVIEW

In the C.E.S. Plan for Teacher Evaluation and Professional Development the term *teacher* refers to all certified staff (including, but not limited to classroom teachers, speech/language pathologists, social workers, school psychologists, and learning resource teachers). The term *evaluator* refers to a supervisor certified in administration and supervision that is employed under 092 or 093 endorsements.

Category 1 - 40% Teacher Performance and Practice

Observation Protocol –

Teacher Category	C.E.S. Requirements
First and Second Year Novice Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
<i>Proficient and Exemplary</i>	At least 1 formal in-class observation, and 1 review of practice every year.

Rubric – For all certified teachers, with the exception of school psychologists, speech and language pathologists, and school social workers, C.E.S. will use a modified **SDE CCT Evaluation rubric** as the basis for the Teacher Performance and Practice component. The modified rubric has identified 8 “Power Indicators” that reflect district priorities for school and program improvement. For school psychologists, speech and language pathologists, and school social workers, C.E.S. will use the job-specific C.E.S. developed rubrics posted in the appendix of this Plan. As part of the orientation, all staff will receive training on the use of the rubrics.

Administrator Training/Norming/Calibration - C.E.S. will contract with Todd White at Phocused on Learning, LLC for ongoing evaluator training and calibration aligned with the C.E.S. Teacher Evaluation Plan. The training consists of ongoing full day trainings with a follow-up assignment of watching and rating a video. The trainings include reviewing and analyzing the evaluation framework and identifying general characteristics of performance levels. The administrators then watch and process a series of videotaped lessons or parts of lessons. They dialogue with

each other determining what is and is not evidence. For the follow-up, administrators watch a video that is electronically posted and record evidence and scores.

In addition, administrators will participate in half day trainings targeted to specific indicators where the evaluators are least consistent. For example, they would conduct a "deep dive" into standards and objectives or questioning or rigor. These are designed to target identified areas for professional growth.

The focus of all evaluation trainings is on the Common Core of Effective Teaching Rubric.

Category 2 – 10% Parent Feedback

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

- (1) the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
- (2) administrators and teachers determine several school-level parent goals based on the survey feedback;
- (3) the teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
- (4) evaluator and teacher measure progress on growth targets; and
- (5) evaluator determines a teacher's summative rating, based on four performance levels.

The Parent Feedback goal is administered in the Spring.

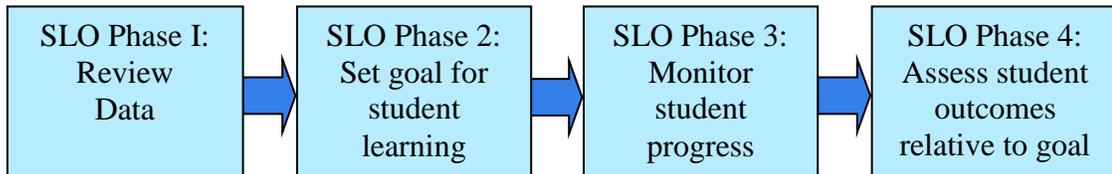
Category 3 – 45% Student Growth and Development

Pending federal approval of the CSDE amendment to the approved 2012 ESEA Flexibility Waiver, C.E.S. has decided not to use state standardized testing data for 2013-14, 2014-15, and 2015-16 in teacher evaluation. The 2013 CSDE District Choice Form for Student Assessment Options and Evaluation Choice (Board approval on November 7, 2013) and the 2014 CSDE Flexibility Request Submission Form reflect this decision (Board approval on June 5, 2014).

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. C.E.S. has selected a goal-setting process grounded in **2 Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year. SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater

improvement in student performance. Teachers whose students take the state standardized assessment will create one mutually-agreed upon SLO using multiple interim assessments administered over time, including the state test, and one mutually-agreed upon SLO based on a minimum of one non-standardized measure. All other teachers will develop their two mutually-agreed upon SLOs with IAGDs based on non-standardized measures.

The SLO process will support teachers in using a planning cycle that will be familiar to most educators:



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

The whole-school student learning indicator shall be equal to the aggregate rating for a whole school student learning indicator established for the principal/program administrator evaluation rating at that school. For most years, at Six to Six Magnet School this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal’s evaluation. At all other divisions, it will be based on school and program measurable goals.

Cooperative Educational Services (C.E.S.) is committed to the promotion of affirmative action and equal employment opportunity. In furtherance of these objectives, it is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability, or physical disability, including, but not limited to blindness. Such actions shall include, but not be limited to, the following: hiring, employment upgrading or promotion, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; selection for training, including apprenticeship and other terms, conditions or privileges of employment.

Cooperative Educational Services emphasizes this policy to assure compliance to the Civil Rights Act of 1964 as amended, Presidential Executive Orders #11246 and #11375, the Connecticut Fair Employment Practices Act, The Equal Pay Act of 1963; the Age Discrimination in Employment Act 1973, Veteran's Readjustment Act of 1974, the Americans with Disabilities Act of 1990 and all other laws which pertain to Equal Employment Opportunity.

TEACHER EVALUATION SYSTEM

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 is comprised of two categories:
 - (a) Observation of teacher performance and practice (40%)** as defined in the Connecticut Common Core of Teaching Standards, which for the C.E.S. Teacher Evaluation Plan, articulates four domains and eight indicators of teacher practice.
 - (b) Parent feedback (10%)** on teacher practice through surveys administered in Spring.
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - (a) Student growth and development (45%)** as determined by the teacher's *two* student learning objectives (SLOs)
 - (b) Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators

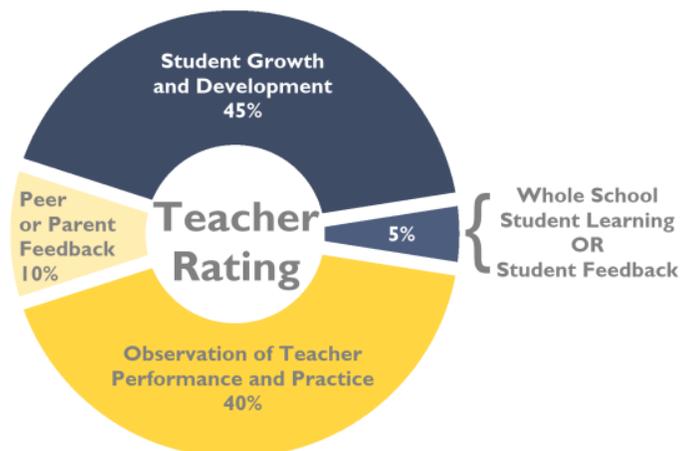
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

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 C.E.S. Teacher Evaluation Plan 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.



Goal-Setting and Planning:

Timeframe: Must be completed by **October 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 practice goals and student learning objective (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the Connecticut Common Core of Teaching Standards to draft a proposed performance and practice area of focus, a parent feedback goal, a whole school goal, and two student learning objectives (SLOs) 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 teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: **February 28**

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 on teacher practice area of focus, student learning objectives (SLOs), and whole school goal. 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 the 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. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area 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.
3. *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.

Primary Evaluators

The primary evaluator for most teachers will be the school principal, unit director, program administrator, or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the C.E.S. Teacher Evaluation Plan. C.E.S. will contract with Todd White at Phocused on Learning, LLC for ongoing evaluator calibration aligned with the C.E.S. Teacher Evaluation Plan. Professional training with Todd White will be ongoing throughout the school year and focus heavily on providing high-quality feedback.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching 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-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the C.E.S. Teacher Evaluation Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Improvement and Remediation Plans

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

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: participation in the C.E.S. Academy for Teacher Leadership, 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 development based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

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

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

These categories are described in detail below.

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

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

Teacher Practice Framework

The C.E.S. Educator Evaluation and Professional Development Committee selected a modified version of the Connecticut Common Core of Teaching (CCT) standards.

CCT Rubric for Effective Teaching — The CCT Rubric for Effective Teaching represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The CCT Rubric for Effective Teaching is organized into four domains, each with 3 indicators. The C.E.S. Educator Evaluation and Professional Development Committee reviewed and selected 8 specific indicators in all 4 domains that best align with school and program priorities and needs. Forty percent of teachers' final evaluation is based on their performance within these domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative observation of Performance and Practice rating.

C.E.S. Rubric for School Psychologists, Social Workers, and Speech and Language Pathologists – A rubric designed for the specific roles and responsibilities for these support positions will be used in place of the CCT Rubric for Effective Teaching.

See appendix for Rubrics.

Observation Process

C.E.S. Teacher Evaluation Plan recognizes the importance of multiple observations or snapshots of teacher performance over the course of a school year. The Plan also recognizes the delicate balance between the value of these observations and the time commitment to complete them with fidelity.

Therefore, the following table outlines the observation requirements in the C.E.S. Teacher Evaluation Plan:

Teacher Category	C.E.S. Requirements
First and Second Year Novice Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
<i>Proficient and Exemplary</i>	At least 1 formal in-class observation and 1 review of practice every year.

- Formal observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.
- Reviews of Practice include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.
- If an administrator determines there is a need for informal observations with specific feedback, they should be at least 10 minutes in duration and may be unannounced.

- All observations and reviews of practice 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 two days** of an observation.

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. Teachers should complete the pre-observation form prior to the conference. 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 modified Connecticut Common Core of Teaching Rubric for Effective Teaching or the C.E.S. Rubric 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 or the review of practice;
- 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 two days** of the observation.

Classroom observations provide the most evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching, but both pre-and post-conferences provide the opportunity for discussion of all four domains.

Reviews of Practice

The C.E.S. Teacher Evaluation Plan aims to provide teachers with opportunities for reflecting on practice and comprehensive feedback as defined by the four domains of the modified CCT Rubric for Effective Teaching or the C.E.S. Rubric. All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

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 components of the modified CCT Rubric for Effective Teaching or C.E.S. Rubric;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and

- a timeframe for follow up.

Teacher Performance and Practice Focus Area

In the C.E.S. Teacher Evaluation Plan teachers develop one performance and practice focus area that is aligned to the modified CCT Rubric for Effective Teaching or C.E.S. Rubric. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the modified CCT Rubric for Effective Teaching or C.E.S. Rubric. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 4b: Leading students to construct new learning through use of active learning strategies).

Growth related to the focus areas 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 rated as part of the Teacher Performance and Practice component, 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 must provide ratings and 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 and then make a determination about which performance level the evidence supports.

Summative Rating of Teacher Performance and Practice

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the C.E.S. Plan, each domain of the modified CCT Rubric for Effective Teaching or C.E.S. Rubric 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 and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 8 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 indicator ratings for each of the 8 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year’s observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 8 indicators. Some questions to consider while analyzing the evidence include:

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

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

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

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 2:

Domain 2	Rating	Evaluator’s Score
2b	<i>Developing</i>	2
2c	<i>Proficient</i>	3

- 2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.5
2	2.5
3	3.0
4	3.0

- 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	2.5
2	2.5
3	3.0
4	3.0
Total	2.75

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. C.E.S. will use ProTraxx to warehouse and calculate Teacher Evaluation data. In ProTraxx, the system is designed to average only those indicators with a rating. If no rating given due to no evidence for the indicator, then ProTraxx removes the indicator from the average score.

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

Category #2: Parent Feedback (10%)

Feedback from parents will be anonymous and used to help determine the remaining 10% of the Teacher Practice Indicators focus area.

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

- (1) the school conducts an anonymous whole-school parent survey (meaning data is aggregated at the school level);
- (2) administrators and teachers determine several school-level parent goals based on the survey feedback;
- (3) the teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
- (4) evaluator and teacher measure progress on growth targets; and
- (5) evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' or teachers' names. They are anonymous. The parent survey should be administered every spring and trends analyzed from year-to-year to be used in goal development the following year.

See Appendix for the parent survey. If survey revisions are required, schools/programs are encouraged to work closely with teachers and School Climate committees to revise the survey and interpret results. Parent representatives may be included in the process.

Determining School-Level Parent Goals

Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 improvement goals for the entire school/program.

Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. 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 half of the C.E.S. Teacher Evaluation Plan captures a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

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.

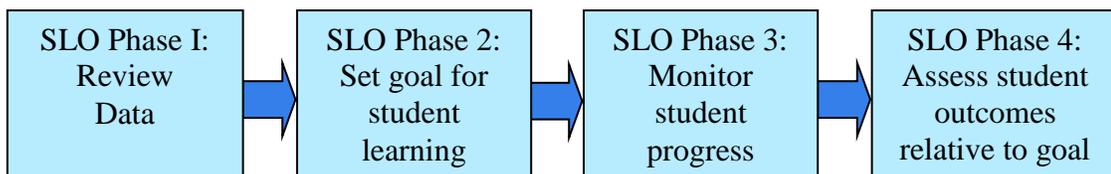
Category #3: Student Growth and Development (45%)

Pending federal approval of the CSDE amendment to the approved 2012 ESEA Flexibility Waiver, C.E.S. has decided not to use state standardized testing data for 2013-14, 2014-15, and 2015-16 in teacher evaluation. The 2013 CSDE District Choice Form for Student Assessment Options and Evaluation Choice (Board approval on November 7, 2013) and the 2014 CSDE Flexibility Request Submission Form reflect this decision (Board approval on June 5, 2014).

Overview of Student Learning Objective (SLO)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process grounded in **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year. SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process will support teachers in using a planning cycle that will be familiar to most educators:



Developing an SLO is a process rather than a single event. The purpose is to craft a Student Learning Objective that serves as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the C.E.S Teacher Evaluation Plan asks teachers to set specific and measurable targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the 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 class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

- a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b) Student scores on previous state standardized assessments
- c) Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- e) Results from diagnostic assessments
- f) Artifacts from previous learning
- g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- i) Data related to ELL students and gifted students
- j) Attendance records
- k) Information about families, community and other local contexts

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

PHASE 2: Set **Two** SLOs

Based on a review of district and building data, teachers will develop **two** SLOs that addresses identified needs. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective

The SLO is a broad goal statement for student learning and expected student improvement. This goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. The SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. The SLO statement should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

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

The following are examples of SLOs based on student data:

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

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

An **Indicator of Academic Growth and Development (IAGD)** provides the specific evidence, for a quantitative target, that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include more than one, differentiated IAGD where appropriate. Teachers whose students take the state standardized assessment will create one mutually-agreed upon SLO using multiple interim assessments administered over time, including the state test, and one

mutually-agreed upon SLO based on a minimum of one non-standardized measure. All other teachers will develop their two mutually-agreed upon SLOs with IAGDs based on non-standardized measures.

C.E.S. uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Teachers and administrators must reach consensus as to the number of students that aligns to the varied levels in the scoring rubric (most, many, and few). IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

IAGDs should be written in **SMART** goal language.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same evidence for their SLOs, but it is unlikely they would have identical IAGDs. For example, all 2nd grade teachers in a district might set the same SLOs and use the same reading assessment to measure their SLOs, but the IAGDs and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. Through mutual agreement with their administrator, teachers may determine different weightings for each IAGD (Equal weighting is not required). Any teachers, in collaboration with their administrators, who elect to have a differentiated weighting for their IAGDs must notify the associate executive director’s office at time of approval for appropriate system setup.

Taken together, an SLO and its IAGD provide the 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 SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLOs;
- assessments teacher plans to use to gauge students’ progress;

- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLO to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon an SLO, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to the following criteria to ensure that the SLO across subjects, grade levels and schools are both rigorous and comparable:

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

The evaluator will rate the criteria identified for each element of the SLO. SLOs that holistically meet the criteria will be approved. The rating for the Indicators of Academic Growth and Development/ growth targets must meet the district expectations. If not, the element must be revised by the teacher and resubmitted to the evaluator for approval. If one or more other criteria are not met, the evaluator will provide written comments and discuss the 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 business days.

PHASE 3: Monitor Students Progress

Once SLOs are approved, teachers should monitor students’ progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students’ accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards their SLO/IAGD and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher’s assignment changes, or if his/her student population shifts significantly, the SLO can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLO

At the end of the school year, the teacher should collect the evidence required by their IAGD, upload artifacts to the data management software system, if available, and submit it to their

evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each 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 IAGD separately, and then average those scores based on individual weightings 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 final student growth and development rating for a teacher is the combined SLO scores. If the evaluator averages the rating for each of the two SLOs, then the average becomes the overall SLO score. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SLO rating and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

SLO	Score
IAGD 1	2
IAGD 2	3
SLO & Student Growth and Development Rating	2.5

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

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

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

Whole-School Student Learning Indicator

The whole-school student learning indicator shall be equal to the aggregate rating for a whole school student learning indicator established for the principal/program administrator evaluation rating at that school. For most years, at Six to Six Magnet School this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation. At all other divisions, it will be based on school and program measurable goals.

Arriving at a Whole School Indicator Summative Rating:

In most cases, summative ratings should reflect the degree to which a school/program administrator makes growth on school/program goals, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. Whole School Indicators should be written as SMART goals.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review administrator/school/program goals.
2. Set **one** measurable goal for growth or performance.
3. Monitor progress throughout year.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator during the End-of-Year Conference.

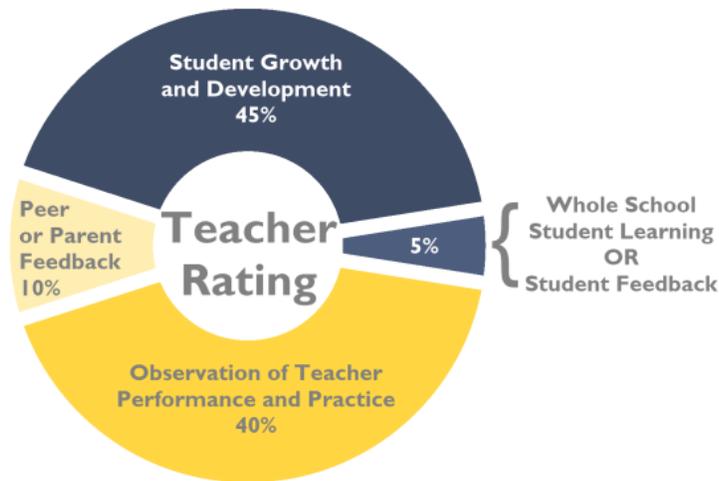
Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

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 should 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 components, grouped in two major categories: 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 term “performance” in the above shall mean progress as defined by specified indicators. As stated throughout this Plan, evaluative indicators should be “mutually-agreed upon,” as applicable, and progress shall be demonstrated by evidence.

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the 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	2.75	40	110
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			140

Rating Table

Teacher Practice Indicators Points	Teacher Practice 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 component counts for 45% of the total rating and the whole-school student learning indicator component 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	158
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			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 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.

Summative Rating Matrix

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

Adjustment of Summative Rating Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data 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 a teacher may be significantly impacted by state standardized test data, the evaluator may 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

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 of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

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 sub-committee of the Teacher Evaluation and Professional Development Committee, composed of the associate executive director, teacher union president or designee, and a neutral third person mutually-agreed upon by the associate executive director and the bargaining unit, 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 executive director, and shall be binding.

Data Management System

The C.E.S. Educator Evaluation and Professional Development Committee, in collaboration with the C.E.S. Representative Council, selected the ProTraxx EZ Evaluation as the electronic data management system for Educator Evaluation. C.E.S. use of ProTraxx EZ Evaluation includes the following guidance:

- Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
- Streamline educator evaluation data collection and reporting by teachers and administrators;
- Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
- Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
- Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
- A log of the names of authorized individuals who access a teacher or administrator's evaluation information shall be kept in the Office of the Associate Executive Director.

Appendix A: Performance Evaluation Advisory Council (PEAC) Members

Names	Title	Organization Represented
Bruce Douglas	Executive Director	CREC (RESC)
Carole Clifford	Consultant, Professional Development	American Federation of Teachers-CT (AFT)
Dennis Carrithers	Assistant Executive Director	CT Association of Schools (CAS)
Diane Ullman	Chief Talent Officer	CSDE
Ed Malin	Department of Education Chair	Sacred Heart University
Joe Cirusuolo	Executive Director	CT Association of Public School Superintendents, Inc. (CAPSS)
Karissa Niehoff	Executive Director	CT Association of Schools (CAS)
Linette Branham	Education Issues Specialist	CT Education Association (CEA)
Malia Sieve	Associate Director	Board of Regents for Higher Education (BOR)
Mary Loftus Levine	Executive Director	CT Education Association (CEA)
Nancy Pugliese	Bureau Chief	CSDE
Patrice McCarthy	Deputy Executive Director	CT Association of Boards of Education (CABE)
Paula Colen	Executive Director	EASTCONN (RESC)
Phil Apruzzese	President	CT Education Association (CEA)
Robert Rader	Executive Director	CT Association of Boards of Education (CABE)
Roch Girard	President	CT Federation of School Administrators (CFSA)
Sharon Palmer	Executive Director	CT-American Federation of Teachers (AFT)
Stefan Pryor	Commissioner	CSDE

Appendix B: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
 - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
 - All goals should be stated as an outcome or result.
- **Time-Bound**
 - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix C: Parent Survey

PARENT SURVEY

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
School Climate					
In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).					
I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up).					
There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.					
Students at my child's school will try to stop students from insulting or making fun of other students.					
Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).					
Parents/guardians feel welcome at my child's school.					
My child has a close relationship with at least one adult at the school.					
Classroom discipline at the school is consistent.					
Teachers or other adults address bullying issues immediately.					
School Communications					
I often communicate with my child's teacher(s), whether in person, by phone, by email, by daily notebook or in some other way.					
My child's school communicates well with me.					
My child's teacher(s) communicate with me as frequently as needed.					

I feel well-informed about what is going on at the school.					
This school values parent feedback.					
Collaboration and feedback are valued at this school.					
I am satisfied with the respect I get when I contact my child's school with questions or concerns.					
I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.					
I talk with my child's teacher(s) about what I can do to help my child learn.					
Teacher(s) communicate grades and performance to their students in a timely manner.					

School Expectations

The school environment supports learning.					
I am aware of the educational goals for my child.					
Adults at this school challenge my child to do better.					
My child is challenged to meet high expectations at this school.					
My child's teacher(s) encourage my child to develop to his/her potential.					
Good teaching is important at this school.					
I feel that the technology available in the classroom is adequate to support my child's learning needs.					
My child's school work and homework assignments are challenging.					
Overall, I am satisfied with my child's education at this school.					
This school does a good job of teaching my child responsibility and accountability.					
This school has high academic expectations for its students.					
This school has improved my child's confidence.					
This school offers projects, trips, and other hands-on learning opportunities that interest my child.					

School Involvement

I have opportunities for involvement at the school.					
I often have been invited to a program, performance, or other event at my child's school.					

Report Cards/Progress Reports

I am able to read/understand all aspects of my child's report card, progress report, or Individualized Educational Program (IEP).

I am aware of my child's progress or problems before progress reports/quarterly reports are sent home.

I know how my child is doing in school before I get my child's report card/progress report.

Additional Comments:

Appendix D: C.E.S. Teacher Evaluation Forms

C.E.S. Forms for Teacher Evaluation and Professional Development

Mid-Year Check-In: Teacher Self-Assessment

Teacher Self-Assessment/Reflection

To be completed by teacher prior to the Mid-Year Conference with evaluator.

Describe your progress to date for each SLO. Where applicable, include data/evidence to support progress.



Describe the professional learning and/or strategies that have contributed to your progress.



Describe any challenges or barriers to achieving your SLOs.

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What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your SLOs?

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Other Comments:

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COOPERATIVE EDUCATIONAL SERVICES
Plan for Teacher Evaluation and Professional Development

Annual Teacher Self-Reflection Form

Teacher:

Date:

Program & Assignment:

1. Describe the results of your SLOs and provide evidence for each indicator (IAGD).

2. Describe what you have learned and how you will use it going forward.

3. List the professional learning activities you participated in throughout the year.

4. What professional learning and/or other type of support would help you continue to make progress into the coming academic year?

Attainment of SLO 1

Did Not Meet	Partially Met	Met	Exceeded

Attainment of SLO 2

Did Not Meet	Partially Met	Met	Exceeded

Whole School Student Learning Indicators (5%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

--

Whole School – Indicate your overall progress by rating attainment of the goal.

Attainment of Objective

Did Not Meet	Partially Met	Met	Exceeded

Parent Feedback (10%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

--

Parent Feedback – Indicate your overall progress by rating attainment of the goal.

Attainment of Objective

Did Not Meet	Partially Met	Met	Exceeded

Teacher Practice and Performance (40%)

Practice and Performance Focus Area

Describe what action steps you took to develop your Focus Area. Include any specific evidence that supports your achievement of your development.

Teacher's Signature: _____ **Date:** _____

Evaluator's Signature _____ **Date:** _____

(Signature signifies this report has been read.)

COOPERATIVE EDUCATIONAL SERVICES
PLAN FOR TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT
Supervisory Assistance Action Plan

Teacher: _____

Program: _____

Date: _____

The purpose of the Supervisory Assistance Cycle is to provide guided assistance to staff members with identified weaknesses. This is formal written notice that there are specific concerns with your performance. This Plan is intended to supersede your teacher evaluation plan for the timeframe specified. If desired growth in performance is achieved, the teacher reverts back to their original teacher evaluation plan.

Concerns and reasons for placement on Supervisory Assistance.

Objective(s):

Action Plan and Time Frame:

Assistance and Support Provided:

Evaluator Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

(Signature signifies this report has been read.)

COOPERATIVE EDUCATIONAL SERVICES
PLAN FOR TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT

Supervisory Assistance Formative Evaluation

Teacher: _____

Program: _____

Date: _____

Record of observations and/or conferences held to monitor performance.

Assessment of performance in the area(s) of concern or deficiency.

Resolution:

- Return to Professional Growth Phase
- Continue Supervisory Assistance (with modification of plan)
- Recommendation to terminate employment

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

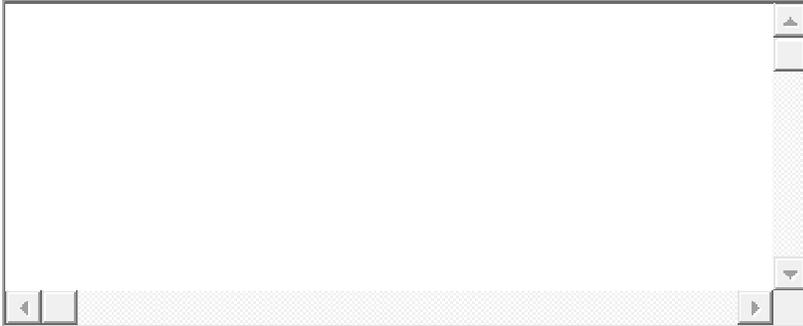
Date: _____

(Signature signifies this report has been read.)

Pre-Observation Plan for Classroom Teachers

Directions: This plan should be completed and provided to the evaluator at least 24 hours prior to the pre-observation conference and the formal observation.

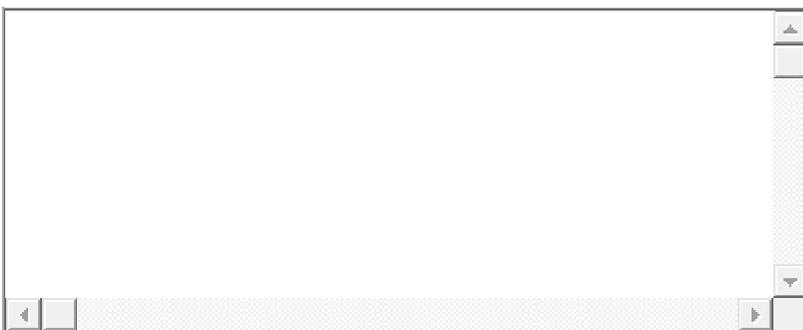
Content Standards: Identify one or two **primary** content standards, including CCSS, which this lesson is designed to help students attain.

A large, empty rectangular text box with a light gray background and a thin black border. It is intended for the user to write content standards. The box includes a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

Placement of Lesson within Broader Curriculum/Context: Where does this lesson fall within the sequence of the larger content standards or curriculum? Is it at the beginning, middle or end of a sequence of lessons/or unit leading to attainment of the content standards? How will the outcomes of this lesson and student learning impact subsequent instruction?

A large, empty rectangular text box with a light gray background and a thin black border. It is intended for the user to describe the lesson's placement within the curriculum. The box includes a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

- **Learner Background:** Describe the students' prior knowledge or skill, and/or their present level, related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate.

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Objective(s) for Lesson: Identify specific and measurable learning objectives/purpose for this lesson.

Materials/Resources: List the materials you will use in each learning activity including any technological resources

Lesson Development: Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

Instructional Strategies: Describe what instructional strategies you will use, and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). This may also include a description of how you will initiate (set expectations for learning and purpose) and close (understanding the purpose) the lesson.

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Differentiated Instruction: Describe what differentiated instruction may be needed to meeting the identified learning objectives. Be sure to include strategies for students you anticipate may struggle with the content/learning objectives of this lesson and students who you anticipate will need opportunities for enrichment/higher level of challenge. Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

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Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria. What data or evidence of student learning will be collected through the assessment? How will you know students achieved the lesson objective(s)?

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- **By checking this box and submitting this form the person indicates his/her signature.**

I submit my signature 

Pre-Observation Plan for Related Services Providers

Please check one

- School Psychologist
- School Social Worker
-

1. Identify the practice standard to be addressed during this observation.

A large, empty rectangular text box with a thin black border. It contains no text. The box has a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, indicating it is a scrollable area.

2. Describe the specific objectives and/or desired outcome of the activity for the purposes of the observation.

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3. Describe the activity to be observed. Describe any strategies you will use including a description of how you will initiate and close the activity.

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4. Explain how the activity relates to addressing student needs, student learning, and/or your professional goal.

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5. List the materials you will use and/or present during the observation including any technology resources.

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6. What evidence will be collected to demonstrate attainment of the objective(s) or desired outcome? How will you know if the objective(s) or outcome was achieved?

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- **By checking this box and submitting this form the person indicates his/her signature.**

I submit my signature 

Pre-Observation Conference Protocol

Directions: These questions SHOULD be used as a guide by the evaluator in the pre-observation conference and based on the submitted teacher plan (No written requirement).

1. Will you still be implementing the plan you submitted or has it changed?
2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?
3. On what assessment data/evidence did you base your determination of prior or present level of student knowledge and skills for the class versus those needing differentiation?
4. Do you anticipate any student misconceptions, misunderstandings or challenges?
5. How do you know that the strategies/tasks/questions are appropriately challenging for students? How will students be engaged in problem-solving or critical thinking?
6. How did you decide upon the lesson-based assessment strategies you will use?

COOPERATIVE EDUCATIONAL SERVICES
Plan for Teacher Evaluation and Professional Development

Post-Observation Reflection

Directions: This reflection may be completed and provided to the evaluator prior or recorded with the evaluator during the post-observation conference.

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



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



3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provided you with sufficient information about student learning/progress towards the learning outcome? (Bring student work assessments from the lesson to the post-conference.)

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

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5. As you reflect on your overall instruction and student learning, what have you identified as areas for your own professional growth to support student learning?

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I submit my signature 

COOPERATIVE EDUCATIONAL SERVICES
Plan for Teacher Evaluation and Professional Development

Post-Observation Reflection for Related Services Providers

Please check one:

- School Psychologist
- School Social Worker
- Speech and Language Pathologist
- Occupational Therapist
- Physical Therapist
- School Nurse
- School Counselor

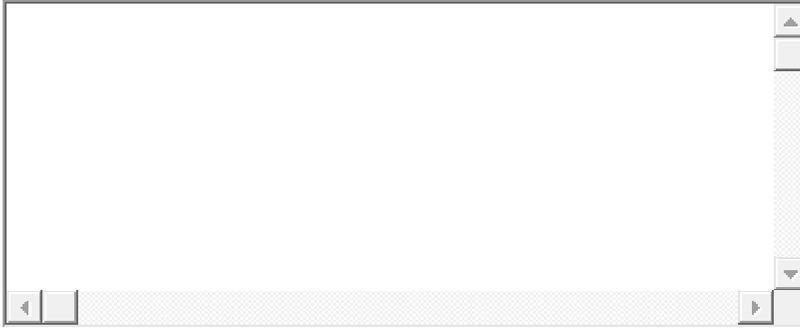
1. As you think about the activity and how it progressed, which of your strategies were most effective and how did they promote student learning? What evidence supports your conclusions?



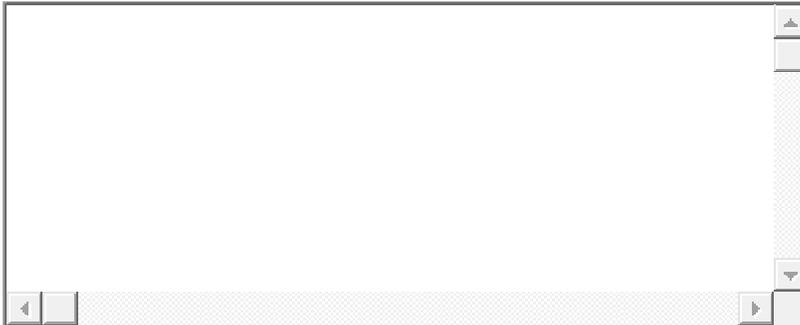
2. If you made changes or adjustments during the activity, what were they, and what led you to make them?



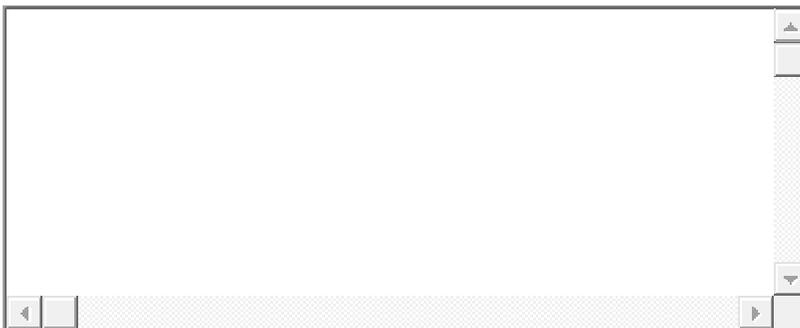
3. To what extent were the intended objectives/outcomes achieved? What evidence do you have that provides you with sufficient information about learning/progress towards the learning outcome? (Bring relevant supporting materials to the Post-Observation Conference.)

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4. What have you learned from this activity that will affect your planning for future activities, either in terms of your own professional skills or in addressing students' needs? If you were to repeat this activity again, would you do anything differently and why?

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5. As you reflect on your overall performance, what have you identified as areas for your own professional growth?

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By checking this box and submitting this form the person indicates his/her signature.

I submit my signature 

Post-Observation Conference Protocol

Directions: These questions are to guide the evaluator during the Post-Observation Conference. The questions are exactly the same as the written post observation form submitted by the teacher.

1. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?
2. If you made changes or adjustments during your lesson, what were they, and what led you to make them?
3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the Post-Observation Conference.)
4. During our Pre-Observation Conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.
5. What have you learned from this lesson or others that will affect your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently? If yes, why?
6. As you reflect on your overall instruction and ability to support student learning, what have you identified as areas for your own professional growth?

Observation Evidence Collection & Feedback

Common Core of Teaching (CCT) Rubric for Effective Teaching - Observation Form

A modified Common Core of Teaching (CCT) Instrument will be used to evaluate teacher performance and practice as required in the Connecticut Guidelines. The CCT Instrument will be used to determine 40% of a teacher's summative rating.

To be completed by the evaluator during the observation of teacher practice.

The evaluator can take notes using the note taker, and then assign them to the specific domain indicators.

If you choose to script notes by hand, you can transcribe them into the fields below at a later date.

Date of Observation



Date of Review of Practice



Type of Review of Practice

Reviews of lesson/unit plans and assessments
Planning meetings
Data team meetings
Professional learning community meetings
Call-logs or notes from parent-teacher meetings
Observations of coaching/mentoring other teachers
Attendance records from professional development
School-based activities/events

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:

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

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

Notes:

Evidence:

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:

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

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

Notes:

Evidence:

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:

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 instruction.

Notes:

Evidence:

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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.

Notes: Evidence:

After the observation, the evaluator and teacher have the opportunity to discuss the evidence collected.

The evaluator may provide formative ratings for the relevant components and share this with the teacher.

Below, the evaluator should note whether feedback was given verbally or in written form and should summarize the feedback.

Was the feedback given verbally or in written form?

Verbal Written Both

Please summarize the feedback that was given verbally or document any feedback you want to provide in writing.



By checking this box and submitting this form the person indicates his/her signature.

I submit my signature 

Observation Evidence Collection & Feedback

School Social Worker - Observation Form

The Student and Educator Support Specialist (SESS) Instrument will be used to evaluate social worker performance and practice as required in the Connecticut Guidelines. The SESS Instrument will be used to determine 40% of a social worker's summative rating.

To be completed by the evaluator during the observation of social worker practice.

The evaluator can take notes using the note taker, and then assign them to the specific domain indicators.

If you choose to script notes by hand, you can transcribe them into the fields below at a later date.

Date of Observation



Date of Review of Practice



Type of Review of Practice

Reviews of lesson/unit plans and assessments
Planning meetings
Data team meetings
Professional learning community meetings
Call-logs or notes from parent-teacher meetings
Observations of coaching/mentoring other teachers
Attendance records from professional development
School-based activities/events

SESS DOMAIN 1: Practices that Permeate All Aspects of Service Delivery

1a. Intervention Services

1b. Consultation and Collaboration.

Notes:

Evidence:

SESS DOMAIN 2: Direct and Indirect Services for Children, Families and Schools

2a. Interventions and Mental Health Services to Develop Social and Life Skills

2b. Engage Families in Student Achievement

2c. Referral Services

Notes:
Evidence:

SESS DOMAIN 3: Legal, Ethical and Professional Practice

3a. Legal, Ethical and Professional Practice

Notes:
Evidence:

SESS DOMAIN 4: Core Professionalism

4a. Attendance

4b. On-Time Arrival

4c. Policies and Procedures

4d. Respect

Observation Evidence Collection & Feedback

School Psychologist - Observation Form

The Student and Educator Support Specialist (SESS) Instrument will be used to evaluate school psychologist performance and practice as required in the Connecticut Guidelines. The SESS Instrument will be used to determine 40% of a school psychologist's summative rating.

To be completed by the evaluator during the observation of social worker practice.

The evaluator can take notes using the note taker, and then assign them to the specific domain indicators.

If you choose to script notes by hand, you can transcribe them into the fields below at a later date.

Date of Observation



Date of Review of Practice



Type of Review of Practice

Reviews of lesson/unit plans and assessments
Planning meetings
Data team meetings
Professional learning community meetings
Call-logs or notes from parent-teacher meetings
Observations of coaching/mentoring other teachers
Attendance records from professional development
School-based activities/events

SESS DOMAIN 1: Practices that Permeate All Aspects of Service Delivery

1a: Data-Based Decision Making and Accountability

1b. Consultation and Collaboration.

Notes:

Evidence:

SESS DOMAIN 2: Direct and Indirect Services for Children, Families and Schools

- 2a. Interventions and Instructional Support to Develop Academic Skills
- 2b. Interventions and Mental Health Services to Develop Social and Life Skills
- 2c. School-Wide Practices to Promote Learning
- 2d. Preventive and Responsive Services
- 2e. Family-School Collaboration Services

Notes:

Evidence:

SESS DOMAIN 3: Legal, Ethical and Professional Practice

- 3a. Diversity in Development and Learning
- 3b. Research and Program Evaluation
- 3c. Legal, Ethical and Professional Practice

Notes:

Evidence:

SESS DOMAIN 4: Core Professionalism

- 4a. Attendance
- 4b. On-Time Arrival

4c. Policies and Procedures

4d. Respect

Notes:	
Evidence:	

to

The evaluator may provide formative ratings for the relevant components and share this with the social worker.

Below, the evaluator should note whether feedback was given verbally or in written form and should summarize the feedback.

Was the feedback given verbally or in written form?

Verbal Written Both

Please summarize the feedback that was given verbally or document any feedback you want to provide in writing.

By checking this box and submitting this form the person indicates his/her signature.

I submit my signature ★

Appendix E: Rubrics

Modified CCT Rubric

<p align="center">CCT RUBRIC FOR EFFECTIVE TEACHING 2014 AT A GLANCE</p>			
<p>Evidence collected through in-class observations</p>	<p><u>DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning</u></p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p><u>DOMAIN 2: Planning for Active Learning</u></p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>	<p>Evidence collected through non-classroom observations/reviews of practice</p>
	<p><u>DOMAIN 3: Instruction for Active Learning</u></p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p><u>DOMAIN 4: Professional Responsibilities and Teacher Leadership</u></p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	

School Social Worker

Standard 1: Practices that Permeate All Aspects of Service Delivery

	Below Standard	Developing	Proficient	Exemplary
1a: Intervention Services	DOESN'T MEET THE DEVELOPING CRITERIA	<p>And...</p> <p>Provides culturally appropriate school wide, small group, and individual social work interventions</p> <p>Responds to requests from the school community, teachers, and/or parents to provide interventions that would support student learning.</p>	<p>And...</p> <p>Utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area.</p> <p>Demonstrates an understanding of evidence based frameworks of intervention such as Positive Behavior Interventions and Supports.</p> <p>Collaborates with other school professionals to provide multidisciplinary interventions to students.</p>	<p>And...</p> <p>Shares newly learned knowledge and practices with staff members and families.</p> <p>Effectively communicates to staff members and families the social, emotional, behavioral and mental health concerns that students may be encountering that may impact learning.</p> <p>Assist with the generalization of skills and strategies between home and school.</p>
1b: Consultation and Collaboration	DOESN'T MEET DEVELOPING CRITERIA	<p>...and</p> <p>Uses the problem solving process as a vehicle for planning, communicating, consulting and collaboration</p> <p>Shows up for meetings</p> <p>Returns phone calls/emails Is visible to staff and parents in schools</p>	<p>...and</p> <p>Demonstrates timeliness for meetings, returning phone calls and emails</p> <p>Communicates information for diverse audiences, such as parents, teachers, and other school personnel, policy makers, community leaders, and others</p> <p>Participates in school based meetings and demonstrates attempts to collaborate/consult with school personnel, parents, and community</p>	<p>...and</p> <p>Effectively communicates information for diverse audiences</p> <p>Functions as a potential change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district</p> <p>Applies social work and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services</p>

Standard 2: Direct and Indirect Services for Children, Families and Schools

	Below Standard	Developing	Proficient	Exemplary
2a. Interventions and Mental Health Services to Develop Social and Life Skills	DOESN'T MEET DEVELOPING CRITERIA	<p>...and</p> <p>Integrates behavioral supports and mental health services with academic and learning goals for children</p>	<p>...and</p> <p>Facilitates design and delivery of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making</p> <p>Uses systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization</p> <p>Addresses intervention and fidelity of behavioral intervention</p>	<p>...and</p> <p>Provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social-emotional learning programs, positive behavioral support, and parent education and support. In addition, the school social worker evaluates the implementation and results for these services at the individual and group level</p> <p>Develops and implements behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training) to student discipline and classroom management</p>
2b. Engage Families in Student Achievement	DOESN'T MEET THE DEVELOPING CRITERIA	<p>And...</p> <p>Responds to contact from parents, and engages in all forms of parent outreach required by the school.</p>	<p>And...</p> <p>Proactively reaches out to parents and the community in a variety of ways to engage them in student achievement.</p> <p>Responds promptly to contact from parents.</p>	<p>And...</p> <p>Strives to form relationships in which parents are given ample opportunity to participate in student achievement.</p> <p>Available to address concerns in a timely and positive manner.</p>
2c. Referral Services	DOESN'T MEET THE DEVELOPING CRITERIA	<p>And...</p> <p>Responds to parent/staff requests for community supports for students.</p> <p>General knowledge of available resources.</p>	<p>And...</p> <p>Responds promptly to parent/staff requests for community supports for students.</p> <p>Aware of many of the resources available in the community.</p> <p>Assists the parent in obtaining further information or connecting with the community agency/provider.</p>	<p>And...</p> <p>Consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community.</p> <p>Makes every effort to advocate for those resources which do not exist in the community but for which there is an identified need.</p>

STANDARD 3: Legal, Ethical and Professional Practice

	Below Standard	Developing	Proficient	Exemplary
Legal, Ethical and Professional Practice	DOESN'T MEET DEVELOPING CRITERIA	<p>Stays current with legal, ethical and professional standards</p> <p>Sometimes models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community</p>	<p>and...</p> <p>Accesses, evaluates and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping</p> <p>Reflects on his/her practice to ensure appropriate service delivery</p> <p>Occasionally models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>	<p>and...</p> <p>Uses supervision, mentoring, and/or consultation for effective practice</p> <p>Advocates for professional roles as providers of effective services that enhance the learning and mental health of all children</p> <p>Often models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p> <p>Engages in lifelong learning and formulates personal plans for ongoing professional growth</p> <p>Assists administrators, teachers, parents, and other school personnel in understanding and adhering to legislation and regulations relevant to regular and special education</p> <p>Regularly models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>

Standard 4: Core Professionalism

		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Speech and Language Pathologist

STANDARD 1: Practices that Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

	Below Standard	Developing	Proficient	Exemplary
1a. Utilizes current and appropriate practices and procedures for screening	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Administers, scores, analyzes and interprets results of screening protocols accurately Makes appropriate recommendations with regard to future testing Communicates results to parents, SLPs in a timely manner	As well as meeting all of the effective elements, the school professional: Provides strategies/resources to SLPs/Parents for those students who do not qualify Or Develops a tracking system for follow-up screenings for one year
1b. Gathers Appropriate information prior to determining evaluation procedures.	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Uses Social and Developmental histories to gather information. Utilizes academic information RTI data Utilizes Hearing screening information	As well as meeting all of the effective elements, the school professional: Includes all pertinent screening information into the body of evaluation report

1c. Chooses Appropriate Evaluation Instruments	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Uses tools, protocols and strategies that are the most current and evidence based	As well as meeting all of the effective elements, the school professional:
			Utilizes strategies and tools that are age appropriate and related to the referral question	Utilizes a variety of tools to address cultural and linguistic differences Or Uses an expanded and flexible battery of instruments for assessing students
			Matches academic concerns to selection of tests	Supplements standardized measures with
1d. Uses Appropriate Evaluation Procedures	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Faithfully administers tests accurately and according to the directions outlined by the test	-classroom observations -curriculum based activities -other educationally relevant measures that are aligned with academic standards
			Scores data from standardized assessment and other sources accurately	
			Appropriately analyzes and interprets information from standardized assessment and other measures	
1e. Interprets Results and Makes Placement/Service Recommendations	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Integrates all results from the evaluation process and develops clear diagnostic impressions	Provides information to classroom SLPs and includes the potential impact on classroom learning.
			Collaborates with members of the Case Conference Committee to -synthesize evaluation information -determine the presence and severity of a disability -determines eligibility for speech and language services	
			Clearly communicates results using understandable terminology to all case conference participants	

STANDARD 1: Practices that Permeate All Aspects of Service Delivery
Domain 2: Consultation and Collaboration

	Below Standard	Developing	Proficient	Exemplary
2a. Collaborates with others to promote student success.	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Communicates all necessary information to administration	As well as meeting all of the effective elements, the school professional:
			Collaborates with other professionals in matters relevant to case load	Serves as voluntary mentor to peers
			Maintains professionalism during interactions with colleagues and others	
2b. Contributes to the School and District	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Provides support and cooperation that characterize relationships with colleagues	Takes initiative and provides leadership in promoting a productive and collegial climate
			Upholds all of the policies and procedures of the assigned school.	Volunteers to participate in school committees and/or

2c. Communicates Professionally	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Volunteers to participate in school committees/projects and actively participates.	projects, making a significant contribution by assuming a leadership role.
			Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful. All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.	Responds to communication and the processing of information within 24 hours on a routine basis
2d. Fosters Others' Awareness of Communication Disorders	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	All responses to inquiries or requests are handled in a timely manner, usually within 48 hours.	Provides communication that is handled with professionalism and sensitivity.
			All appropriate personnel are properly informed about changes in students, staff or programming	
			Communication is clearly written and grammatically correct. Provides developmental guidelines to general education teachers and offer to parents when appropriate	Provides inservice training on communication disorders for peers, parents and/or students.
			Shares information on communication disorders with peers and offer information to parents and students.	Provides inservice to classroom paraprofessionals.
			Shares information of appropriate referrals/guidelines.	

STANDARD 2: Direct and Indirect Services for Children, Families and Schools
Domain 3: Interventions and Instructional Support to Develop Academic Skills

	Below Standard	Developing	Proficient	Exemplary
3a. Manages scheduling of sessions and grouping of students	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Efficiently manages schedules to minimally interrupt general ed and curriculum/instruction. Appropriately groups students to maximize instructional time. Adjust schedule as needed to meet time provision of IEP.	As well as meeting all of the effective elements, the school professional: Attempts to group students by age/grade level and disorder.
3b. Prepares for effective service delivery	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Prepares for intervention sessions thoroughly by: -organizing materials -Selecting/adapting material, equipment, devices to meet student needs. -incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals. Constructs culturally,	Develops strategies for student successful participation in the classroom/curriculum.

3c. Implements appropriate progress monitoring procedures	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	<p>linguistically and developmentally appropriate learning activities</p> <p>Accommodates student's unique learning styles and present levels of performance.</p> <p>Collects, interprets and uses data to measure progress and drive instruction.</p> <p>Matches appropriate interventions to data.</p>	Includes student in review of data and monitoring own progress.
3d. Promotes Generalization Across Settings	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	<p>Modifies instruction based on frequent progress monitoring.</p> <p>Uses common core to enhance student learning.</p> <p>Promotes generalization of acquired therapeutic skills across school settings.</p>	Monitors and collects data of generalization across settings.
3e. Develops Student Understanding of Lesson Objectives	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	<p>Enables students to develop self-monitoring skills.</p> <p>Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson.</p> <p>Importance of the objective is explained so that students understand why they are learning what they are learning.</p>	Students can explain what they are learning and why it is important, beyond repeating the stated objective.
3f. Uses strategies that promote student engagement	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	<p>Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection is evident to students.</p> <p>Provides lessons that progress at an appropriate pace to maintain engagement</p> <p>Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit responses.</p>	<p>Strategies engage prior knowledge of students in connecting to lesson.</p> <p>As well as meeting all of the effective elements, the school professional:</p> <p>Students demonstrate through work or comments that they understand this connection.</p> <p>Integrates a variety of current therapeutic strategies gained from professional development activities</p> <p>Or</p> <p>Uses and teaches technology/AAC devises</p>
3g. Manages Caseload appropriately	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	<p>Provides consistent feedback and provides multiple opportunities for student participation.</p> <p>Frequently monitors progress and goals and reconvenes case conferences as needed</p> <p>Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education</p>	Mentors others in appropriate management of caseload.
3h. Meaningfully Participates in Case Conferences	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	<p>Brings all appropriate records and documents to case conference</p> <p>Meaningfully, understandably and efficiently participates in the case conference</p> <p>Facilitates parent participation.</p>	<p>Takes the lead when necessary to keep case conference on track.</p> <p>Defuses contentious situations during the case conference.</p>

3i. Develops IEPs based on Individual student needs	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Assists with completing the IEP as needed	As chair, runs the meeting efficiently while allowing opportunity for all to participate.
			When chairing a Case Conference, follows agenda and all appropriate procedures	
			Goals are measurable and clearly written and based on present levels of performance.	Volunteers to train and assist others in the use of the IEP system.
			Services are aligned with goals.	Volunteers to review and evaluate IEPs.
			Recommended accommodations are appropriate and their use is clearly defined.	Provides IEPs that stand up during due process scrutiny.
			Notes clearly and succinctly capture relevant discussions.	
			Components of the IEP are accurately completed.	

STANDARD 2: Direct and Indirect Services for Children, Families and Schools
Domain 4: School Wide Practices to Promote Learning

	Below Standard	Developing	Proficient	Exemplary
4a. Creates Culture of Respect and Collaboration	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Encourages collaboration and students are respectful of their SLP and peers.	As well as meeting all of the effective elements, the school professional:
			Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.	Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.
4b. Advances Professional Skills and Knowledge	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Has a good rapport with students and shows genuine interest in their thoughts and opinion	Students reinforce positive character and behavior and discourage negative behavior amongst themselves.
			Actively pursues opportunities to improve knowledge and practice	Regularly shares newly learned knowledge and practices with others
			Seeks out ways to implement new practices into instruction.	Or Seeks our opportunities to lead professional development sessions.
4c. Advocates for Student Success	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Welcomes constructive feedback to improve practices.	Displays commitment to the education of all the students in the school.
			Displays commitment to the education of all his/her students.	
4d. Fulfills all documentation/paperwork requirements	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Provides IEP information to all teachers involved with student.	Filing is completed weekly and organized in a manner that provides for
			Advocates for students' individualized needs.	
			Maintains files in an organized manner and assures all IEPs and	

4e. Communicates Professionally	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	progress monitoring data are annually placed in student file.	immediate accessibility.
			Complies with documentation procedures including the completion of the IEPs.	
			Documents clearly and objectively, all activities and correspondence relating to children on caseload	
			All communication, written, voice or electronic, is handled in a professional manner.	Responds to communication and the processing of information within 24 hours on a routine basis.
			All responses to inquiries or requests are handled in a timely manner.	Provides communication that is handled with professionalism and sensitivity.
			All appropriate personnel are properly informed about changes in students, staff or programming.	
			Communication is clearly written.	

STANDARD 2: Direct and Indirect Services for Children, Families and Schools
Domain 5: Family-School Collaboration Services

	Below Standard	Developing	Proficient	Exemplary
5a. Engages Families in Student Learning	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Proactively reaches out to parents in a variety of ways to engage them in student learning. Responds promptly to contact from parents Engages in all forms of parent outreach required by the school.	As well as meeting all of the effective elements, the school professional: Strives to form relationships in which parents are given ample opportunity to participate in student learning. Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.
5b. Provide Services in a manner that responds to culture and context	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Demonstrates a reliable working knowledge of cultural diversity and its relation to communication, development and disorders, needs support to apply to assessment and intervention.	Can support or guide others in applications of knowledge of cultural diversity and its relation to communication, development and disorders, needs support to apply to assessment and intervention.
5c. Collaborate with community providers	The school professional meets few or none of the effective elements.	The school professional meets most, but not all of the effective elements.	Demonstrates adequate knowledge and effective skills in working with and advising school personnel and community	Demonstrates innovation or leadership in collaboration practices with school personnel or community members.

members.

STANDARD 3: Legal, Ethical and Professional Practice

Legal, Ethical and Professional Practice

Below Standard	Developing	Proficient	Exemplary
DOESN'T MEET DEVELOPING CRITERIA	<p>Stays current with legal, ethical and professional standards</p> <p>Sometimes models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community</p>	<p>and...</p> <p>Accesses, evaluates and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping</p> <p>Reflects on his/her practice to ensure appropriate service delivery</p> <p>Occasionally models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>	<p>and...</p> <p>Uses supervision, mentoring, and/or consultation for effective practice</p> <p>Advocates for professional roles as providers of effective services that enhance the learning and mental health of all children</p> <p>Often models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p> <p>Engages in lifelong learning and formulates personal plans for ongoing professional growth</p> <p>Assists administrators, teachers, parents, and other school personnel in understanding and adhering to legislation and regulations relevant to regular and special education</p> <p>Regularly models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>

STANDARD 4: Core Professionalism

		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

School Psychologist

STANDARD 1: Practices that Permeate All Aspects of Service Delivery

	Below Standard	Developing	Proficient	Exemplary
1a: Data-Based Decision Making and Accountability	DOESN'T MEET THE DEVELOPING CRITERIA	<p>Conducts assessments to identify eligibility for special education</p> <p>Collects data systematically from one or more sources</p> <p>Uses some valid & reliable assessment techniques</p>	<p>...and</p> <p>Conducts assessments to identify eligibility for special education as part of the multidisciplinary team</p> <p>Collects and uses data to recommend appropriate and research-based academic and social/emotional learning services and interventions</p> <p>Uses problem-solving framework as basis for data-based decision-making</p> <p>Uses systematic and valid data collection procedures</p>	<p>...and</p> <p>Conducts assessments to identify all areas of suspected disability for special education eligibility</p> <p>Data collected systematically from multiple sources and considers ecological factors (e.g. classroom, family, community characteristics)</p> <p>Understands and helps facilitate design/implementation of treatment fidelity</p> <p>Uses systematic and valid methods to evaluate effectiveness of own service and school systems</p> <p>Use of information and technology resources to</p>

1b. Consultation and Collaboration

DOESN'T MEET DEVELOPING CRITERIA	Uses the problem solving process as a vehicle for planning, communicating, consulting and collaboration	...and	enhance data collection & decision making
	Shows up for meetings	Demonstrates timeliness for meetings, returning phone calls and emails	...and Effectively communicates information for diverse audiences
	Returns phone calls/emails	Communicates information for diverse audiences, such as parents, teachers, and other school personnel, policy makers, community leaders, and others	Functions as a potential change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district
	Is visible to staff and parents in schools	Participates in school based meetings and demonstrates attempts to collaborate/consult with school personnel, parents, and community	Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services

STANDARD 2: Direct and Indirect Services for Children, Families, and Schools

2a. Interventions and Instructional Support to Develop Academic Skills

Below Standard	Developing	Proficient	Exemplary
DOESN'T MEET DEVELOPING CRITERIA	...and Works with other school personnel to ensure the attainment of state and local academic benchmarks by all students	...and Applies current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group and systems level Works with other school personnel to develop and evaluate effective interventions for increasing the amount of time students are engaged in learning	...and Incorporates all available assessment information in recommending instructional strategies to meet the individual learning needs of children Seeks out collaboration to promote student achievement with school staff/resources Uses information and assistive technology resources to enhance students' cognitive and academic skills

2b. Interventions and Mental Health Services to Develop Social and Life Skills

DOESN'T MEET DEVELOPING CRITERIA

...and

Integrates behavioral supports and mental health services with academic and learning goals for children

Has knowledge and applies techniques of FBA, Positive Behavioral Principles

...and

Facilitates design and delivery of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making

Uses systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization

Addresses intervention and fidelity of behavioral intervention

Seeks out professional development and stays current with research on human learning, cognition, and developmental processes

...and

Provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social-emotional learning programs, positive behavioral support, and parent education and support. In addition, the school psychologist evaluates the implementation and results for these services at the individual and group level

Develops and implements behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management

2c. School-Wide Practices to Promote Learning

DOESN'T MEET DEVELOPING CRITERIA

...and

Has knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services as well as assisting with progress monitoring systems to ensure successful learning and school adjustment

Demonstrates and utilizes a solid knowledge base of curriculum and instruction

...and

Incorporates evidenced-based strategies, in collaboration with others, in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions, grading and home school partnerships

Works to build strong relationships with key staff and collaborates to meet school goals

Uses his/her knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services

Participates in the development of school improvement plans

Promotes the development and maintenance of learning environments that support resilience and academic growth, increases high rates of academic engaged time, and reduce negative influences on learning and behavior

2d. Preventive and Responsive Services

DOESN'T MEET DEVELOPING CRITERIA	and... Participates in school based team meetings (examples (RTI; MDAT; IEP; PBIS; etc...))	and... Delivers mental health services, as needed Collaborates with school personnel, students, parents, and community	and... Promotes recognition of risk factors Actively participates in threat assessments, utilizing best practices Evaluates the need for preventative services and initiatives Participates in school crisis teams with planning and/or crisis incidents Promotes/ Advocates Positive Behavioral Interventions and Support Practices Provides counseling/coaching, and/or interventions strategies Promotes wellness and resiliency Participates in promoting safe and violence-free schools and communities
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2e. Family-School Collaboration Services

DOESN'T MEET DEVELOPING CRITERIA	and... Promotes the use of evidence based strategies to design, implement and evaluate effective policies and practices that promote family school collaboration	and... Identifies diverse cultural issues, context and other factors that have an impact on family/school interaction Helps to create linkages and coordination of services between school families and community	and... Advocates for families and supports parents in their involvement in school activities Promotes strategies for parenting that facilitate children's healthy development Promotes education to the school community regarding influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development
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STANDARD 3 School Psychological Service Delivery

Below Standard	Developing	Proficient	Exemplary
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3a. Diversity in Development and Learning

DOESN'T MEET DEVELOPING CRITERIA

and...

Uses valid and reliable assessment instruments and practices when working with diverse populations and communicates possible limitations (e.g., with respect to normative data) with others

and...

Applies understanding of the influence of diversity (e.g., culture, language, SES, sexual orientation, race, gender) when designing and implementing interventions to achieve learning and behavioral outcomes

and...

Provides culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

Recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students

3b. Research and Program Evaluation

DOESN'T MEET DEVELOPING CRITERIA

and...

Incorporates techniques for data collection, analysis, and accountability in evaluation of services at the system, group, and individual levels

and...

Applies knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans at the group and individual levels

Supports teachers in collecting and analyzing progress monitoring data at the group and individual levels

Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery

Collaborates with others to collect, analyze, and interpret program evaluation data in applied settings at the group and individual levels

Shares information about research with educators, parents and/or the community to promote improvements in instruction, student achievement and healthy lifestyles

Provides assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the group and individual levels

3c. Legal, Ethical and Professional Practice

DOESN'T MEET DEVELOPING CRITERIA

Stays current with legal, ethical and professional standards

Sometimes models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community

and...

Accesses, evaluates and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping

Reflects on his/her practice to ensure appropriate service delivery

Occasionally models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects

Uses supervision, mentoring, and/or consultation for effective practice

Advocates for professional roles as providers of effective services that enhance the learning and mental health of all children

Often models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures,

	<p>appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>	<p>selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p> <p>Engages in lifelong learning and formulates personal plans for ongoing professional growth</p> <p>Assists administrators, teachers, parents, and other school personnel in understanding and adhering to legislation and regulations relevant to regular and special education</p> <p>Regularly models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>
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3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

**C.E.S. Administrator Evaluation and
Professional Development Plan**

**Cooperative Educational Services
Revised June 1, 2014**



Cooperative Educational Services

ADMINISTRATOR EVALUATION MODEL AND DEVELOPMENT

Introduction

C.E.S. is a Regional Educational Service Center. As such, our organization has two distinctive types of administrator personnel. One group provides leadership within a school setting (school leaders); while the other administrator group provides leadership at the agency and/or division level (Agency and Division leaders). The Plan that has been developed was designed to supervise and evaluate both groups of administrators.

This handbook outlines the new Cooperative Educational Services (C.E.S.) model for the evaluation of district and school-based administrators. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for C.E.S. The C.E.S. Administrator Evaluation Plan 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 Plan describes four levels of performance for administrators and focuses on the practices and outcomes of Proficient administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects where and when appropriate
- Meeting and making progress on 2 or 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

The Plan includes a level of performance *exemplary* for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across the district or even statewide. A *proficient* rating represents fully satisfactory performance and it is the rigorous standard expected of most experienced administrators.

This Plan for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of C.E.S. administrators so that we have a basis for assessing their strengths and growth areas and provides the feedback they need to improve. It also serves as a means for C.E.S. to hold itself accountable for ensuring that every child in the district attends a school with effective leaders. In addition, it serves as a means that every C.E.S. member district receives services led by highly effective leaders.

The C.E.S. plan for Administrator Evaluation and Professional Development will be implemented at the start of the 2014-2015 school year. To initiate this Plan, all administrators will receive training in the fall. Training will focus on supervising and implementing an effective Administrator Induction, Professional Growth, and Assistance/Intervention program. In addition, administrators will receive training on the collaborative development of School/Division Improvement Plans and establishing Personal Growth Plans linked to professional development. Opportunities and networks for collaboration and reflection will be shared as well as an overview provided of all relevant documents including, but not limited to, the:

- ◆ **Standards for School Leaders (SSL)**
- ◆ **Code of Professional Responsibilities for School Administrators**
- ◆ **Educational Leadership Self Inventory (ELSI)**
- ◆ **School/Division Improvement Plan process**
- ◆ **Teacher Evaluation and Professional Development Guidelines (including CCT, CCL, K-12 Curriculum Frameworks)**
- ◆ **Overview of Connecticut's Professional Development Guidelines and CEU Guidelines**
- ◆ **C.E.S. Strategic Plan**
- ◆ **C.E.S. Job Descriptions**

Using these documents and processes as the foundation for administrator evaluation and professional development, establishes the critical links among effective leadership, effective teaching, and increased student learning. The School/Division Improvement Plan process will serve as an umbrella to guide administrator and teacher evaluations, professional development, and curriculum development. The school learning/division goals will be established using the CCL, Connecticut Core Standards, Smarter Balanced/LAS assessments, data analysis, curriculum and performance standards, and the agency's strategic plan.

Administrators and teachers will work collaboratively in all activities and there will be a mutual agreement between teachers, administrators and the board around the learning goals and the accountability system to monitor the attainment of goals. Such interplay among school/division improvement, strategic planning, evaluation and supervision, accountability, standards and expectations, student learning, curriculum objectives, and professional development at the agency and school level will help create an empowered environment and data driven culture focused on teaching, learning, behavior and student success.

The development of the Administrator Evaluation Plan included the diverse perspectives and input of teachers and administrators, and will be reviewed by the C.E.S. Representative Council. The Plan will also be reviewed at the end of the 2014-15 year, and periodically thereafter, to modify or refine as needed.

The Plan applies to all C.E.S. administrators.

Pending federal approval of the CSDE amendment to the approved 2012 ESEA Flexibility Waiver, C.E.S. has decided not to use state standardized testing data for 2015-16 in administrator evaluation. The CSDE District Choice Form for Student Assessment Options and Evaluation Choice reflects this decision and received Board approval on June 2, 2014.

Guiding Beliefs and Frameworks

At Cooperative Educational Services, our mission is:

To identify and provide quality educational opportunities for educators, students, families, and communities.

Our Guiding Beliefs are:

- Every student has a right to high quality education.
- Student-centered instruction recognizes the individual abilities of each learner.
- The unique cultural and developmental differences of our students are recognized and valued.
- Partnerships among families, schools, communities, and state agencies are essential for the achievement of common goals and conservation of financial resources.
- Leadership, communication, innovation, and creative thinking promote positive change and growth.
- Every educator has the responsibility to be a life-long learner.
- The commitment of our dedicated staff is valued.
- Our effectiveness as an organization contributes to our clients' success.
- It is important to reflect upon and continually evaluate the services we provide.
- It is important to nurture the growth of progressive learning communities.
- Every staff member represents the mission, core beliefs, and vision of C.E.S.

Our vision is:

With a strong commitment from a diverse and highly qualified staff, C.E.S. is the primary educational resource for the communities we serve. We are a model of leadership promoting a community of life-long learning. We assure student success through regional collaboration, leadership, resources, and support.

Towards this end, C.E.S. is committed to focusing agency and school initiatives and resources for the continuous improvement of leadership, teaching, learning, and student achievement both within the agency as well as regionally.

Core Design Principles

The state Working Group has designed the state model for the evaluation of principals and other administrators on the basis of four core design principles that, we believe, will resonate with educators and leaders in many districts.

- 1. Focus on what matters most:** The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, we focus the bulk of our model design on specifying these two categories. In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.
- 2. Emphasize growth over time:** The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.
- 3. Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.
- 4. Consider implementation at least as much as design:** The model should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

THE MODEL'S FOUR CATEGORIES

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four components:

Component #1: Leadership practice (40%)

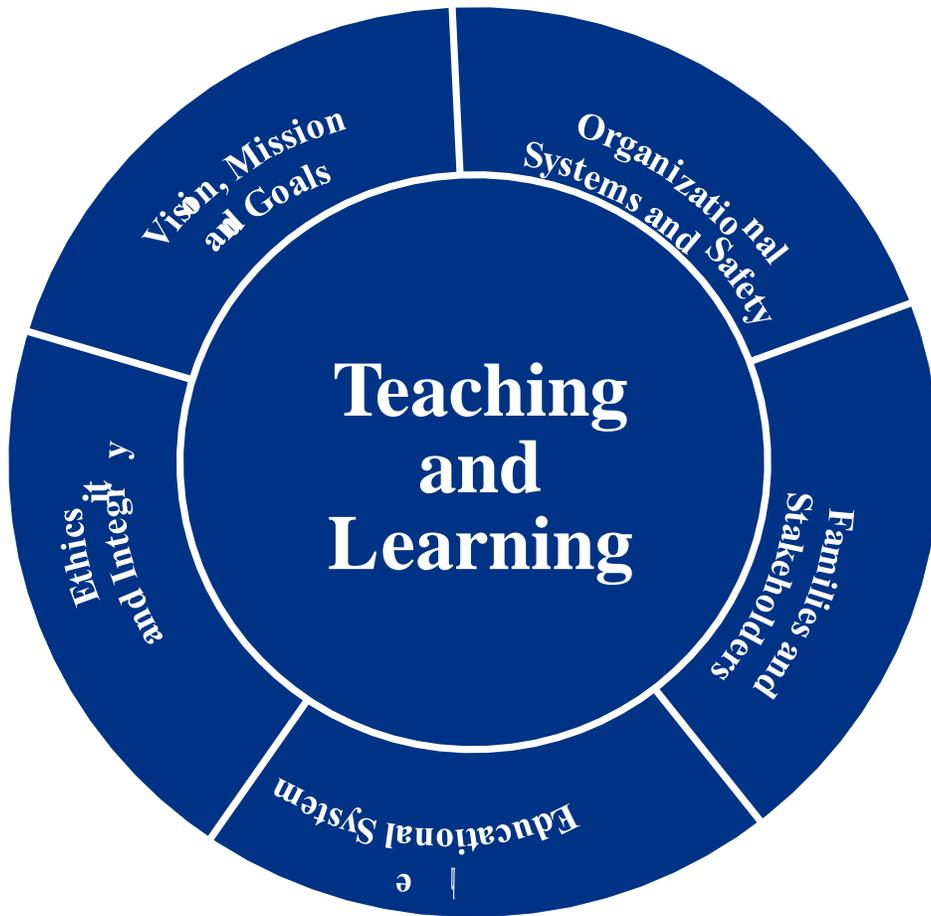
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading: 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, but research shows that some have a bigger impact than others. In particular, 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.

Figure 1: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While we know that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

- **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 in **bold** at the Proficient level.
- **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.
- **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.

Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence (Appendix H) are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. We recommend that as evaluators learn and use the rubric, they review these Examples of Evidence and generate additional examples from their own experience that could also be evidence of Proficient practice.

STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:

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

Making judgments about administrator practice: In some cases, evaluators may find that a leader 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.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators 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 school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: A rubric is not required for assistant principals or central office administrators. Districts may generate ratings from evidence collected directly from the Connecticut School Leadership Standards. Or, the leader evaluation rubric may be used in situations where it is applicable to the role of the assistant principal or central office administrator.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the principal'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 administrator being evaluated and by the evaluator completing the evaluation:

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. The evaluator and the administrator 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 before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on Teaching and Learning	At least <i>Proficient</i> on Teaching and Learning	At least <i>Developing</i> on Teaching and Learning	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations	At least <i>Proficient</i> on at least 3 other performance expectations	At least <i>Developing</i> on at least 3 other performance expectations	or
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		<i>Below Standard</i> on at least 3 other performance expectations

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on at least half of measured performance expectations	At least <i>Proficient</i> on at least a majority of performance expectations	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard</i> on at least half of performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

Component #2: Stakeholder feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s summative rating.

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, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

APPLICABLE SURVEY TYPES

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

The survey(s) selected by a district for gathering feedback must be 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 chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning, or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut 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 we advise administrators and their evaluators to select relevant portions of the survey’s results to incorporate into the evaluation model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators

All or a subset of family members
All or a subset of teachers and staff members
All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line Managers of Instructional Staff (e.g., Assistant/Regional Superintendents):

Principals or principal supervisors
Other direct reports
Relevant family members

Leadership for offices of curriculum, assessment, special services, and other central academic functions:

Principals
Specific subsets of teachers
Other specialists within the district
Relevant family members

Leadership for offices of finance, human resources, and legal/employee relations offices and other central shared services roles

Principals
Specific subsets of teachers
Other specialists within the district

STAKEHOLDERS

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, etc.). 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 administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target
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 administrator being evaluated in the context of the target being set and should be defined at the goal setting conference in the fall. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

EXAMPLES OF SURVEY APPLICATIONS:

Example #1:

School #1 has mid-range student performance results and is working diligently to improve outcomes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the Connecticut Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s Principal Evaluation system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Connecticut Leadership Standard #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: “Proficient”	

Component #3: Student learning (45%)

Pending federal approval of the CSDE amendment to the approved 2012 ESEA Flexibility Waiver, C.E.S. has decided not to use state standardized testing data for 2015-16 in administrator evaluation. The CSDE District Choice Form for Student Assessment Options and Evaluation Choice reflects this decision and received Board approval on June 2, 2014.

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)].
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

This process is in transition due to the changes in the state wide testing program. Guidance from the CSDE will provide information about how to proceed for the 2014-15 school year. For a complete definition of Connecticut's measures of student academic learning, including a definition of the SPI see the SEED website. www.connecticutseed.org

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year.

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

Step 1: SPI Ratings and 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
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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. While districts may weigh the two measures according to local priorities for administrator evaluation, we recommend the following weights:

School Performance Index (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	2.5 to 3.5	1.5 to 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.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

LOCALLY-DETERMINED MEASURES

Administrators establish two or three student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning 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.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.		

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, International Baccalaureate 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.

Below are a few examples of indicators, goals and SLOs for administrators:

Grade level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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 follow a pre-determined timeline.

- 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 an improvement plan for the school/area. 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 district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement 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.³
 - 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 administrator 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, administrators 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:

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

Category #4: Teacher Effectiveness (5%)

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

Improving teacher effectiveness is central to a principal’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging 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 growth portion of their evaluation	>60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

SYSTEM OVERVIEW

Administrator Evaluation and Support Framework

The evaluation and support system 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

ADMINISTRATOR EVALUATION PROCESS

This section describes the 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. The annual cycle (see **Figure 3** on the next page) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. 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.

Figure 3: This is a typical cycle:

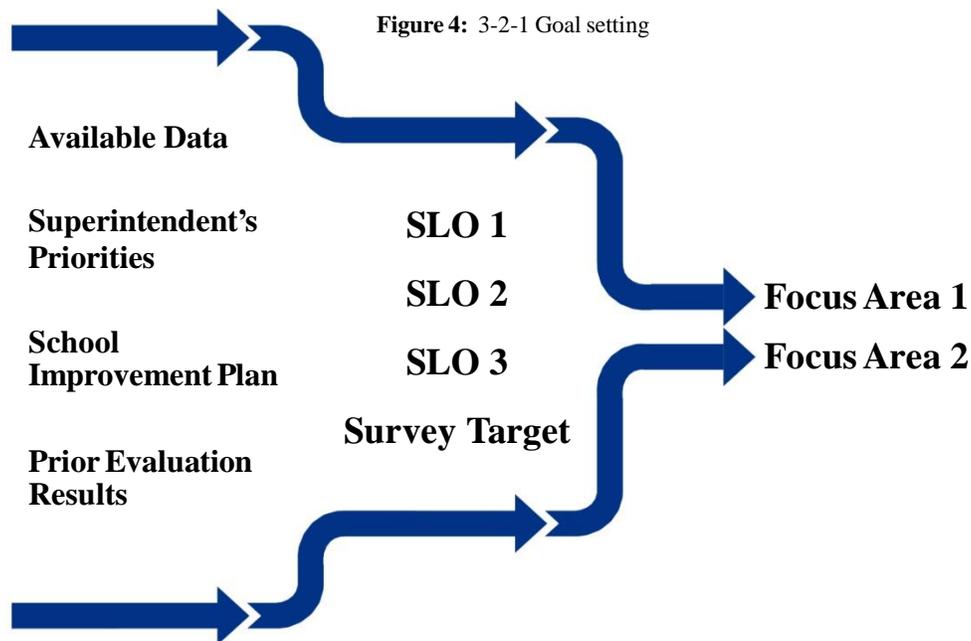


*Summative assessment to be finalized in August

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process:

Step 2: Goal-Setting and Plan Development: Before a school year starts, administrators identify two or three student learning objectives and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. We call this “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting three student learning objectives 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 targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes. Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator'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 context?
- Are there any elements for which Proficient performance will depend on factors beyond the control of the principals? 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 administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation plan.**

This goal-setting form is to be completed by the administrator. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

SAMPLE EVALUATION PLAN

Administrator Name

Evaluator's Name

School

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals (2 or 3 SLOs and 1 Survey)	Leadership Practice Focus Areas (2)	Strategies	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
<p>ELL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.</p> <p>80% of students complete 10th grade with 12 credits</p> <p>87% of 10th graders are proficient in reading, as evidenced by CAPT scores.</p> <p>75% of students report that teachers present material in a way that is easy for them to understand and learn from.</p>	<p>SLO 1: Increase ELL cohort graduation rate by 2% and the extended graduation rate by 3%.</p> <p>SLO 2: 90% of students complete 10th grade with 12 credits.</p> <p>SLO 3: 95% of students are reading at grade level at the end of 10th grade.</p> <p>Survey 1: Students are taught in a way that meets their diverse learning needs.</p>	<p>Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C).</p> <p>Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction (PE: 2, E B).</p>	<p>Use current data to provide regular updates to families on student progress and needs for improvement.</p> <p>Ensure students have access to resources and opportunities that extend learning beyond the classroom walls.</p> <p>Provide staff the necessary resources to use evidence-based strategies and instructional practices to meet the diverse learning needs of their students.</p>	<p>ELL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.</p> <p>90% of students have at least 12 credits when entering the 11th grade.</p> <p>Summative assessments indicate that 95% of students are reading on grade level at the end of 10th grade.</p> <p>90% of students report by survey response that teachers present material in a way they can understand and learn from.</p>	<p>Support needed in reaching out to the ELL student population to increase awareness of the graduation requirements and benefits.</p> <p>Work with school scheduler to ensure students are enrolled in credit earning courses in 9th and 10th grades.</p>	<p>2012-13 school year</p>

DO YOU HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation plan is likely to drive continuous improvement:

1. Are the goals clear and measurable, so that you will know whether you have achieved them?
2. Can you see a through-line from district priorities to the school improvement plan to the evaluation plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

Step 3: Plan Implementation and Evidence Collection: As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting (see box on the next page for some examples). We recommend that evaluators plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the C.E.S. Pro Traxx system for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, we don't prescribe any evidence requirements. Rather, we rely on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

An administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- 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 the Administrator is present
- Communications to Parents and Community
- Conversations with Staff
- Conversations with Students
- Conversations with Families

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

A note on the frequency of school site observations: State guidelines call for administrator to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their 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. Each observation should result in feedback that is shared with the administrator verbally or in writing.

Step 4: Mid-Year Formative Review: Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of 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 administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator 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 administrator should also review their focus areas and determine if they consider themselves on track or not.

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

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that 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 (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the principal, and adds it to the principal's personnel file with any written comments attached that the principal 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 state standardized test data 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 administrator'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 and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, 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 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.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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
1. **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 principals in their first year, performance rated *developing* is expected. If, by the end of three years, performance is still *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.

Improvement and Remediation Plans

Administrators receiving a *developing* or *below standard* rating will be placed on the C.E.S. Supervisory Assistance Plan for Improvement and remediation and must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. 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	Points (score x weight)
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 (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 following rating table.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Whole School Student Learning Indicator	2	5	10
Total Student Outcomes-Related Points			145

Rating Table

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

C. OVERALL: Practice (50%) + 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 major 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>Summative Rating Matrix</i>		<i>Overall Leader Practice Rating</i>			
		4	3	2	1
<i>Overall Student Outcomes Rating</i>	4	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	3	Exemplary	Proficient	Proficient	Developing
	2	Proficient	Proficient	Developing	Below Standard
	1	<i>Gather further information</i>	Below Standard	Below Standard	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 administrator'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:

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel composed of the executive director or designee, human resources representative and a neutral third person shall resolve disputes where the evaluator and administrator 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 may be made by the executive director.

Confidentiality

All evaluative reports are strictly confidential. An administrator is expected to sign one copy of the report, which will be placed in his or her personnel file. A signature on the report is an acknowledgement of receipt only.

Appendices

APPENDIX A: FORMS

All Evaluation forms are located online in the ProTraxx data management system.
www.protraxx.com

[CT Seed](#)

Appendix B: Survey Selection for Stakeholder Feedback

SURVEY TYPES AND EXAMPLES OF EXISTING TOOLS:

Leadership practice surveys focus directly on feedback related to a leader's performance and the impact on stakeholders.

Examples available in the field:

- ◆ **Comprehensive Assessment of Leadership for Learning (CALL) Survey**
Survey administered to principals and teachers and other staff members, requiring between 45-60 minutes to complete. This is an Open Source tool, although participation in a validation study is required of all users. A sample survey available on the website (www.callsurvey.org) and review of this sample shows alignment with a number of the Connecticut Leadership competencies.
- ◆ **Gallup Q12 Instrument**
This is a 12-item survey administered to teachers and used to measure actionable issues for management related to employee engagement – which is a measure of leadership strength. This instrument was not designed specifically for the education sector but has been applied to principal performance reviews and its domains align to the Connecticut Leadership Standards. Gallup, Inc. administers the tool, which is not an Open Source resource. For more information, visit the Gallup website at: <http://www.gallup.com/consulting/52/employee-en-gagement.aspx>.
- ◆ **ValED Survey**
The ValED survey is a 360 degree instrument intended to measure perceptions of principal performance in six “Core Components” (outcomes of effective leadership) and six “Key Processes” (or, leadership actions), which are aligned to Connecticut Leadership Standards. Input is collected from principals and from teachers and the survey takes about 20-25 minutes to complete. It is administered by Discovery Education, it is not Open Source. More information can be found at: <http://www.discoveryeducation.com/administrators/assessment/val-ed>.

School practice surveys capture feedback related to the key strategies, actions and events at a school. And tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents. **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

Examples available in the field:

- ◆ **NEA School Climate Surveys**
Available for use in districts affiliated with the NEA/CEA, these surveys are designed to capture input from teachers, students and family members on school climate and satisfaction. They take less than 15 minutes to complete and items are aligned with the Connecticut Leadership Standards.
- ◆ **The 5 Essentials School Effectiveness Survey**
This tool was developed by the University of Chicago Consortium on School Research, addresses supports required for increased learning within four dimensions, one of which is leadership and all of which are aligned to Connecticut Leadership Standards. This survey is administered to teachers and students and requires less than 30 minutes to implement. It is not an Open Source resource and more information about the tool and pricing is available at:
www.uchicagoimpact.org/5essentials.
- ◆ **Teaching Empowering Leading and Learning (TELL) Survey**
This tool is customizable, with items that can be selected from an item bank along eight constructs, several of which align to the Leadership Standards. TELL also addresses school leadership as one of its constructs. This instrument, developed by the New Teacher Center, is not Open Source and more information about the tool itself and pricing is available on their website:
www.newteachercenter.org/tlcsurvey/index.php.
- ◆ **Tripod**
Student, teacher and family surveys incorporated in the Tripod tool capture feedback on teacher practice and student engagement, with application to collecting feedback on the school climate the principal takes the lead in building. In this case, however, alignment to the state Leadership Standards is more tenuous because of the focus on teachers and students. The Tripod tool is administered by Cambridge education and is not Open Source; more information can be found on their website at:
www.tripodproject.org.

Additional information about both leadership practice surveys (which are categorized as 360-degree surveys) and school climate surveys can be found in the Guide to Evaluation Products tool built by the National Comprehensive Center for Teacher Quality and available on their website at <http://resource.tqsource.org/gep/>.

Examples: Survey Questions Aligned to Connecticut Leadership Standards

Below are examples of stakeholder feedback survey questions that align to the six performance expectations captured in the Connecticut Leadership Standards. Incorporating feedback about leadership and school practices aligned to these standards is a critical design component of this portion of the administrator evaluation model. These questions are not intended to be applied as a survey themselves, but rather are included to provide examples of the types of questions applicable surveys may ask. Questions are included for each of the three survey types and similar questions may be asked across all survey types; many school practice surveys or school climate surveys address leadership, for example, and school leadership surveys may ask questions that are not specifically about the principal. All examples below are framed to capture from the respondent the extent to which they agree or disagree with a specific statement (Likert scale rating).

<p>1 Vision, Mission and Goals: <i>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.</i></p>		
<p>Leadership Practice Surveys</p> <p>For all stakeholders: “School leadership has made high expectations for student learning explicit at the school.”</p>	<p>School Practice Surveys:</p> <p>For all stakeholders: “I am aware of the expectations for student performance at the school.”</p>	<p>School Climate Surveys:</p> <p>For all stakeholders: “Students are challenged to meet high expectations at the school.”</p>
<p>2 Teaching and Learning: <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i></p>		
<p>Leadership Practice Surveys:</p> <p>For teachers: “The principal at my school has established a formal, school wide process to create plans for instructional improvement.”</p>	<p>School Practice Surveys:</p> <p>For parents: “My child can get extra help at the school if s/he needs it.”</p>	<p>School Climate Surveys:</p> <p>For teachers: “Collaboration and feedback are valued at the school.”</p>

3 Organizational Systems and Safety: <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i>		
Leadership Practice Surveys: For all stakeholders: “School leadership takes concrete and consistent action according to established procedures when safety is threatened at school.”	School Practice Surveys: For all stakeholders: “Classes at the school are small enough.” For all stakeholders: “The school has enough books and supplies.”	School Climate Surveys: For all stakeholders: “This school provides a safe environment for teaching and learning.” For all stakeholders: “This school provides a welcoming environment.”
4 Families and Stakeholders: <i>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.</i>		
Leadership Practice Surveys: For teachers: “When a student is struggling academically, teachers typically involve the student, their family and other school staff in developing a plan to prevent failure.”	School Practice Surveys: For family members: “I am aware of the school priorities and how they are put into practice.”	School Climate Surveys: For family members: “I am treated with respect and dignity.”
5 Ethics and Integrity: <i>Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.</i>		
Leadership Practice Surveys: For staff members: “School leadership’s actions and statements are clearly aligned.”	School Practice Surveys: For teachers: “Consequences for ethical lapses are clearly known and understood at my school.”	School Climate Surveys: For teachers: “In general, actions that are rewarded at my school reflect the stated values of the school regardless of position or authority.”
6 The Education System: <i>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.</i>		
Leadership Practice Surveys: For staff members: “My needs are advocated for outside of the walls of the school.”	School Practice Surveys: For staff members: “There are formal systems in place for me to raise broad concerns affecting the school community.”	School Climate Surveys: For family members: “The school demonstrates an awareness of the values and circumstances of families like mine.”

Appendix C: Leader Evaluation Rubric

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ 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 that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Information & analysis shape vision, mission and goals</i>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
<i>2. Alignment to policies</i>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
<i>3. Diverse perspectives, collaboration, and effective learning</i>	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.	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.	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.	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.

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...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1. Shared understandings guide decisions & evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>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.</p>	<p>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.</p>
<p><i>2 and 3 combined—Communicates vision; Advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<p>publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>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.</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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Analyzes data to identify needs and gaps between outcomes and goals</i>	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	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.	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.
2 and 3 combined— <i>Uses data and collaborates to design, assess and change programs</i>	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	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.	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.	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.
3. <i>Identifies and addresses barriers to achieving goals</i>	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school’s vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	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.
4. <i>Seeks and aligns resources</i>	is unaware of the need to seek or align resources necessary to sustain the school’s vision, mission and goals.	aligns resources to some initiatives related to the school’s vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	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.

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.

The Leader...

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

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

<p><i>3 and 4 combined – Fosters Inquiry and Collaboration for Improvement</i></p>	<p>establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies.</p> <p>is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>models learning and seeks opportunities for personal growth.</p> <p>encourages staff collaboration and growth to improve teaching and learning.</p>	<p>seeks opportunities for personal and professional growth through continuous inquiry.</p> <p>fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</p>	<p>develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</p> <p>builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</p>
<p><i>5. Supports Teacher Reflection and Leadership</i></p>	<p>provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p>provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</p>	<p>provides time and resources for teacher collaboration and builds the capacity.</p> <p>of teachers to lead meetings focused on improving instruction.</p> <p>builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<p><i>6. Provides Feedback to Improve Instruction</i></p>	<p>ineffectively uses data, assessments or evaluation methods to support feedback.</p> <p>does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>provides sporadic feedback based on data, assessments or evaluations.</p> <p>monitors some teachers’ practice for improvements based on feedback.</p>	<p>provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</p>	<p>provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>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.</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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards</i>	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards.	develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs. ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
<i>3. Improves Instruction for the Diverse Needs of All Students</i>	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹.	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.

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.

Indicator	Below Standard	Developing	Proficient	Exemplary
4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	<p>is unaware of how to analyze student progress using student work.</p> <p>supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<p>develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p>	<p>empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>
5. <i>Provides Resources and Training for Extended Learning</i>	<p>identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<p>provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</p>	<p>builds strong faculty commitment to extending learning beyond the classroom.</p> <p>collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>
6. <i>Supports the Success of Faculty and Students as Global Citizens¹</i>	<p>focuses only on established academic standards as goals for student and staff skills.</p> <p>provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</p>	<p>assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</p>	<p>establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens.</p> <p>faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</p>

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, 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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined– Uses Multiple Sources of Information¹ to Improve Instruction</i>	<p>monitors limited sources of student information and staff evaluation data.</p> <p>does not connect information to school goals and/or instruction.</p>	<p>develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</p> <p>is learning to use multiple sources of information to identify areas for improvement.</p>	<p>uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.</p>	<p>builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.</p> <p>empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</p>
<i>3. Staff Evaluation</i>	<p>conducts occasional classroom observations for some staff.</p> <p>does not connect evaluation results to professional development or school improvement goals.</p>	<p>completes evaluations for all staff according to stated requirements.</p> <p>uses some evaluation results to inform professional development.</p>	<p>implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</p>	<p>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.</p> <p>develops and supports individual staff learning plans and school improvement goals based on evaluations.</p>
<i>4. Communicates Progress</i>	<p>provides limited information about student progress to faculty and families.</p>	<p>provides updates on student progress to faculty and families.</p>	<p>interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.</p>	<p>builds the capacity of all staff to share ongoing progress updates with families and other staff members.</p> <p>consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.</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.

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 Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. <i>Positive school climate for learning</i>	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	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.	advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	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.

<p>3. <i>Community norms for learning</i></p>	<p>uses his/her own judgment to develop norms for behavior.</p> <p>does not consistently implement or monitor norms for accountable behavior.</p>	<p>develops and informs staff about community norms for accountable behavior.</p> <p>monitors for implementation of established norms.</p>	<p>involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.</p>	<p>builds ownership for all staff, community and students to develop and review community norms for accountable behavior.</p> <p>students, staff and parents all hold themselves and each other accountable for following the established norms.</p>
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Element B: Operational Systems

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 4 combined – Evaluate and Improve operational systems</i>	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise. processes to improve the operational system.	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
<i>2. Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
<i>1. Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	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>2. Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment.	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	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.

Element C: Fiscal and Human Resources

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1 and 2 combined – Aligns resources to goals</i></p>	<p>operates a budget that does not align with district or state guidelines.</p> <p>allocates resources that are not aligned to school goals.</p>	<p>develops and operates a budget within fiscal guidelines.</p> <p>aligns resources to school goals and to strengthening professional practice.</p>	<p>develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</p> <p>seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</p>	<p>works with community to secure necessary funds to support school goals.</p> <p>aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>
<p><i>3. Recruits and retains staff</i></p>	<p>uses hiring processes that involve few recruiting sources.</p> <p>provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>reviews and improves processes for recruiting and selecting staff.</p> <p>provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p>implements practices to recruit, support and retain highly qualified staff.</p>	<p>involves all stakeholders in processes to recruit, select and support effective new staff.</p> <p>implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>

<p>4. <i>Conducts staff evaluations</i></p>	<p>does not consistently implement district/state evaluation processes.</p> <p>evaluation results are not used to improve teaching and learning.</p>	<p>prioritizes and completes staff evaluation processes.</p> <p>is beginning to connect evaluation process and results to professional learning.</p>	<p>conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</p>	<p>coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>works with staff to connect evaluation processes to professional learning and instructional improvement.</p>
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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.

The Leader...

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

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...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Communicates effectively</i>	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with, and interact effectively with people.	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.
2. <i>Understands and accommodates diverse¹ student and community conditions</i>	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	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.
3. <i>Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. <i>Collaborates with community programs</i>	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. <i>Involves all stakeholders</i>	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Collaborates with community agencies</i>	works with community agencies when needed. provides limited access to community resources and services to children and families.	collaborates with some community agencies for health, social or other services. provides some access to resources and services to children and families.	collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	proactively identifies and prioritizes essential resources and services for children and families. collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
2. <i>Develops relationships with community agencies</i>	develops limited relationships with community agencies. community partnerships inconsistently meet the needs of the school community.	develops relationships with community organizations and agencies. evaluates some partnerships to ensure benefit to agencies and school community.	develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.	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.
3. <i>Applies resources to meet the needs of children and families</i>	does not consistently align resources to the educational needs of the school.	aligns resources to the educational needs of students. supports the educational needs of most families.	applies resources and funds to support the educational needs of all children and families.	identifies educational needs of students and families and aligns all resources to specific needs.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. <i>Equity and Social Justice</i> ¹	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> • 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.
4. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> • builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
1. <i>Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
5. <i>Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	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.
6. <i>Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	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.	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

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...

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

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 Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Promotes public discussion about educational laws, policies and regulations</i>	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	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>2. Builds relationships with stakeholders and policymakers</i>	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.

<p>3. <i>Advocates for equity, access and adequacy of student and family resources</i></p>	<p>has limited understanding and/or ineffectively uses resources for family services and support through community agencies.</p>	<p>is learning how to help students and families locate, acquire and access programs, services or resources to create equity.</p>	<p>advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</p>	<p>empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.</p>
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Element B: The Educational Policy Environment

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Accurately communicates educational performance</i></p>	<p>ineffectively communicates with members of the school community.</p> <p>does not fully understand growth, trends and implications for improvement.</p>	<p>reviews school growth measures and student data.</p> <p>conducts basic data analyses and communicates data about educational performance.</p>	<p>collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p>	<p>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.</p>
<p>2. <i>Improves public understanding of legislation, policy and laws</i></p>	<p>provides incomplete information to the public to understand school or student results, legal issues, practices and implications.</p>	<p>shares information about federal, state and local laws, policies and regulations.</p> <p>provides information to decision-makers and the community.</p>	<p>communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.</p>	<p>actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.</p>
<p>3. <i>Upholds laws and influences educational policies and regulations</i></p>	<p>does not consistently uphold laws, regulations.</p>	<p>upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.</p>	<p>upholds federal, state and local laws and influences policies and regulations in support of education.</p>	<p>works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.</p>

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Advocates for public policies to support the present and future needs of children and families</i>	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	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.	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.
2. <i>Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</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.	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.	promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	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.
3. <i>Collaborates with leaders to inform planning, policies and programs</i>	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	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.	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.	actively engages all 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.

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

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