COLCHESTER PUBLIC SCHOOLS

Professional Growth and Evaluation Plan

2016-17

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TEACHER EVALUATION

Introduction
Colchester's Professional Growth and Evaluation Plan is aligned with the Connecticut Guidelines for Educator Evaluation. It is based on research of best practice in educator evaluation, and was developed by the Colchester Professional Learning and Growth Committee and revised in May 2014.

Purpose and Rationale of the Evaluation System
When teachers succeed, students succeed. Research has proven that high-quality teachers are the most important factor in student success. To support our teachers, we have   defined excellent practice and results, and will give accurate, useful information about teachers' strengths and development areas, and provide opportunities for growth and recognition. The purpose of this evaluation model is to fairly and accurately evaluate teacher   performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles
The following principles guided the design of the teacher evaluation plan:

- *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. Our plan defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).

- *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. Our plan aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- *Emphasize growth over time*
   Summative ratings are intended to measure a teacher's improvement in professional practice and the student outcomes he/she is striving to reach. This plan encourages teachers to focus on continually improving their practice.

- *Foster dialogue about student learning*
    This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue focuses on what students are learning and what teachers and their administrators can do to support teaching and learning. We consider student growth and improvement over the school year the most critical aspect of this analysis.

- *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. Our plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

- *Ensure feasibility of implementation*
    Launching this plan requires hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations.

We believe a comprehensive teacher evaluation system must include:

- Enhancement of professional practices
- Analysis of data
- Student feedback
- Impact on classroom, school, and community

- Identification of areas of strength
- Supports for improvement (including assistance from peers)
- Variety of outcomes in addition to test scores – to highlight student growth.
- Collaborative elements

- A teacher-driven purpose
- Suggestions to improve instruction
- Ideas to improve student learning
- Input from colleagues/peers in addition to administration

- Professional growth measures
- Observation of students' learning
- Student feedback
- Teacher reflection on students' learning
- Purposeful observation
- Reflection
- Professional learning and collaboration
- Continual refinement of professional practice

Theory of Action: Professional Learning

If we as educators expand our understanding, refine our professional practices, analyze and reflect on student learning data and map student progress toward established standards,

Then we will design and implement differentiated instruction to accommodate individual needs and provide timely and explicit feedback to students and families,

And then our students will be the designers, producers, and evaluators of their own learning and they will maximize their opportunities and successes.

Colchester Educators Believe…

- Teacher evaluation should be a process, not an annual event, which focuses on the teachers' effectiveness in continually improving student learning.
- Creating a growth plan that is supportive and well understood by the teacher and aligned with the learning mission of the school promotes school-wide growth and learning.
- Teacher evaluation can best measure teacher effectiveness if it measures what the teacher deems as important; it must have a useful purpose fo the teacher.
- Teacher evaluation can best measure teacher effectiveness if it "pushes" teachers to expand their understandings and refine their professional practices in order to help students become the designers, producers, and evaluators of their own learning.
- Teacher evaluation can best measure teacher effectiveness when it incorporates self and peer reflection, promotes examination of student work, and includes observation using research-based measures.
- Comprehensive teacher evaluation expands professional practices by promoting effective student learning through collaboration of colleagues, analysis of student learning data, and student feedback.
- Teacher evaluation must be based on a system that supports teachers in creating high expectation for all students, a positive academic and social climate, engaging opportunities, and civic-mindedness.
- Teacher evaluation can best measure teacher effectiveness by making it relevant to both teacher and student needs, validating a teacher's strengths, recognizing how these can be used more efficiently, identifying weaknesses, and providing scaffolding towards improvement.
- The best measure of teacher effectiveness involves peer-driven analysis of professional practice, data-based assessment of the input of those practices on student growth, and qualitative reflection of how well our practices create an environment of learning.
- The best measure of teacher effectiveness supports teacher growth, facilitates collaboration, encourages teacher reflection, and evaluates the effectiveness of instruction as measured by student growth.
- Teacher evaluation must include purposeful observation and a deep knowledge of effective teaching practices.

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 Common Core of Teaching (CCT) Rubric for Effective Teaching, which articulates four   domains and twelve indicators of teacher practice
    (b) **Parent feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** an evaluation of teachers' contribution to student academic progress at the school and classroom level. This focus area is comprised of two categories:

    (a) **Student growth and development (45%)** as determined by the teacher's Student Learning Objective (SLO) and 2 Indicators of Academic Growth and Development (IAGDs).
    (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 Distinguished, Accomplished, Developing or Not Demonstrated. The performance levels are defined as:

> **Distinguished** – Substantially exceeding indicators of performance
>
> **Accomplished** – Meeting indicators of performance
>
> **Developing** – Meeting some indicators of performance but not others
>
> **Not Demonstrated** – Not meeting indicators of performance

Specialists will use rubrics created by the Professional Development and Evaluation Committee in the following areas:

- Therapeutic Specialists (speech pathologists, social workers, psychologists)
- Specialists (Literacy and Math Specialists)
- School Counselors
- Library Media Specialists

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator 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 & Planning

- Orientation on process
- Teacher reflection and goal setting
- Goal-setting conference

By November 15

Mid-Year Check-in

- Review goals and performance to date
- Mid-year conferences

January/February

End-of-Year Review

- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30

Goal-Setting and Planning:

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

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to review the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss parent feedback goals for the year, and they will establish time set aside for the types of collaboration   required by the evaluation process. New staff members will receive an orientation at the New Teacher Academy in August.

2. *Teacher Reflection and Goal-Setting* – Teachers examine student data, prior year evaluation and survey results and the CCT Rubric for Effective Teaching to draft a student learning goal for the school year. The teacher may collaborate in grade-level or subject-area teams to support the goal-setting process.

3. G*oal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed SLO and IAGDs in order to arrive at mutual agreement. Additional dialog about   the teacher's practice may be used to establish a performance and practice area of focus, based on evidence from the previous year. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:
Timeframe: **January and February**

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence
    to date about the teacher's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference* – The evaluator and teacher check in at mid-year to review
    progress on student learning goals, and performance to date. The mid-year conference
    is the time 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 student learning goals 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. For tenured teachers who have been rated *Accomplished* or *Distinguished* and
    who do not wish to change their SLO's, a face-to-face meeting is optional upon mutual
    agreement of the evaluator; however mid –year reflections and uploads of documents
    must occur. **Administrators will complete a review of practice and provide
    feedback to teachers at this point in the year**; teachers will complete a reflection to
    include an assessment of their progress on performance and practice goals, professional
    learning, parent communication, collaboration with colleagues, and other experiences
    beyond the classroom.

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 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 ratings. The category ratings generate the final, summative rating.
    After all data, including student achievement data, are available, the evaluator may
    adjust the summative rating. Such revisions should take place as soon as 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 a review of practice is finalized. After discussing category
    ratings, the evaluator assigns a summative rating and generates a summary report of
    the evaluation before June 30.

Primary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. District administrators may assist the primary evaluator by conducting observations, collecting additional evidence, reviewing student learning smart goals and providing additional feedback.

Primary evaluators will have sole responsibility for assigning final summative ratings.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The district will provide calibration opportunities throughout the year to support administrators in   implementing the model across their schools. This comprehensive training and support will ensure   that evaluators are proficient in conducting teacher evaluations.

At the request of a district or employee, the Superintendent of Schools or other district administrator will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *Distinguished* and *Not Demonstrated* ratings). In these cases, the third party will determine a final summative rating.

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 distinguished practice.

Evaluation-Informed Professional Learning

We learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports needed to close the gap. Every teacher will identify professional learning needs with his/her evaluator; this 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, book study groups, shared videos, and other supports.

Improvement Support

If a tenured teacher's performance is rated as *Developing* in any domain, the administrator, with the teacher, will identify a plan including resources, support, and other strategies to be provided to address documented deficiencies. The support plan is intended to provide short-term assistance to address a concern in its early stage. Teachers may avail themselves of support from support from Colchester professional colleagues, union representatives, or mentors as they embark on the plan. Because Colchester staff members pride themselves in being lifelong learners and reflective practitioners, it is expected that teachers will avail themselves of the support provided by administrators. An ongoing list of resources will be maintained for teacher reference both on the district web site and in Appendix B. Administrators may indicate a timeline for implementing such resources and other strategies in the course of the same school year as the plan is issued.

Career Development and Growth

Rewarding distinguished 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: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *Developing* or *Not Demonstrated*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Remediation and Intensive Assistance Plans

If a tenured educator's performance is rated as *Not Demonstrated* in <u>any domain</u> or overall performance is rated *Developing* or *Not Demonstrated,* the educator will receive remediation assistance designed in consultation with the teacher and the union representative. The support is intended to assist an educator who is having difficulty constantly demonstrating proficiency, and

may include specialized professional development, increased supervisory observations and /or other strategies.

An educator will receive intensive assistance when he/she does not meet the goal of the remediation plan. The support is intended to build the educator's competency.

Intensive assistance plans will be developed collaboratively and will:

- Identify targeted supports in consultation with the teacher, which may include specialized professional development, collegial assistance, administrative assistance, increased supervisory observations and feedback, and/or special strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework rubric that specify what the teacher must demonstrate at the conclusion of the plan in order to be considered "*accomplished.*"
- Indicate a timeline for implementation in the course of the same school year as the plan is developed.
- Include indicators of success, including a rating of *accomplished* or better at the end of the plan.

Intensive Support and Teacher Effectiveness

Intensive support plans will be developed by the evaluator in consultation with the teacher for any tenured teacher receiving a summative rating or observation of practice rating of *Not Demonstrated* or *Developing.* The plan may include: additional observations of practice either formal or informal, suggestions for professional growth, and release time for observations of colleagues, among other supports. The teacher may invite Colchester colleagues, union representation, or mentors to meetings where such a plan is developed. Ratings of *Developing* in either summative or Teacher Observation of Practice over two years may be grounds for dismissal based on Colchester's definition of teacher effectiveness.

Dispute Resolution Process

After the teacher has brought concerns to the evaluator, if there is no resolution, a panel, composed of the Director of Teaching and Learning, Colchester Federation of Teachers President and a neutral third person evaluated under the Colchester teacher evaluation plan, and as mutually agreed upon by the evaluator and teacher, shall meet to resolve disputes. Disputes may occur where the evaluator and teacher cannot agree on the objectives/ goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. The end result will be documented and placed in the teacher's file, with a copy sent to the Superintendent of Schools.

Should the process not result in resolution of the issue, a determination will be made by the Superintendent of Schools.

TEACHER PRACTICE RELATED INDICATORS

The teacher practice related indicators portion of the Colchester Teacher Evaluation model 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 will be described in d etail 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. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework
The CCT Rubric for Effective Teaching represents the most important skills and knowledge that educators need to successfully educate each and every student. The CCT Rubric for Effective Teaching is aligned with the Connecticut Common Core of Teaching and includes Common Core State Standards throughout the domains. Rating levels on the rubric have been adapted for this plan. A copy of the rubric appears at the end of the document.

The CCT Rubric for Effective Teaching is organized into 4 domains, each with 3 indicators. 40% of a teacher's final evaluation is based on their performance across these domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Observation Process
Feedback based on observations help teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback.

- Each non-tenured teacher will be observed 3 times per year through both formal and informal observations as defined below.

    o **2 Formal**: Scheduled in-class observations that last at least 30 minutes with a upload of lesson plans and pre and post-observation conferences, including both written and verbal feedback.
    o **1 Formal**: Non-scheduled in-class observation of at least 30 minutes and followed by written and/or verbal feedback.

- All observations will 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. For a formal observation, feedback will be provided within a week of a teacher's upload of pertinent documents.

- Teachers who were previously rated <u>Accomplished</u> or <u>Distinguished</u> will be randomly placed on a 3-year cycle. In year 1, a formal in-class observation with a pre and post conference and 1 review of practice will be held. In years 2 and 3, 3 informal in-class observations with either written or verbal feedback and 1 review of practice will be held. In years 2 and 3, the summative ratings from the previous year will remain in effect unless the evaluator sees cause for concern in classroom practice; at that time the administrator may determine the need for additional formal in-class observations.

- Tenured teachers who are at the following summative ratings the previous year:

  o *Not Demonstrated* **and** *Developing:* 1 formal in-class observation of at least 30 minutes which include pre- and post-conference, and 2 formal observations of at least 30 minutes which include a post-conference, plus one non-classroom review of practice.

  o *Accomplished* **and** *Distinguished:* 1 formal in-class observation of at least 30 minutes for those on year 1 of the cycle: 3 informal in-class observations of at least 10 minutes for years 2 and 3 of the cycle; all have one non-classroom review of practice every year.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

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:

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

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

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

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:

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.

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

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

DOMAIN 3: Instruction for Active Learning

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

3a. Implementing instructional content for learning.

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

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

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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

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

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

<u>Pre-conferences and Post-Conferences</u>
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. A pre-conference can be held with a group of teachers, or can be an online sharing of lesson plans.

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

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

<u>Non-Classroom Reviews of Practice</u>
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.

Teachers will upload information regarding their professional practice and administrators will hold an official review of practice at the mid-year and summative conference. Other reviews of practice are ongoing during the year, as evaluators interact with educators at data team meetings, PLCs and other school events.

<u>Feedback</u>
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 Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but not required.

Teacher Performance and Practice Goal-Setting

Teachers may develop practice and performance goals aligned to the CCT Rubric for Effective Teaching if they wish to obtain feedback in a specific area.

Goals should have a clear link to student achievement and should move the teachers towards *Accomplished* or *Distinguished* on the CCT Rubric. Careful examination of the rubric prior to an observation will ensure that teachers understand what effective instruction entails.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps can be formally discussed during the Mid-Year Conference and the End-of-Year Conference.

Teacher Performance and Practice Scoring

Individual Observations
Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the components that were observed. During observations, evaluators will take evidence-based 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 component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the CCT Rubric for Effective Teaching 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 12 indicators.
2) The software system averages indicators within each domain to a tenth of a decimal to calculate domain- level scores of 1.0-4.0.
3) The software system 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 reviews of practice and uses professional judgment to determine indicator ratings for each of the 12 indicators.

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

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

   o **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?

   o **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. See example below for Domain 2:

Domain 2	Indicator Rating	Evaluator's Score
2a	*Developing*	2
2b	*Developing*	2
2c	*Accomplished*	3
Average Score		2.3

2) Indicators are scored within each domain to a tenth of a decimal to calculate domain- level scores:

Domain	Averaged Domain-Level Score
1	2.3
2	2.6
3	3.0
4	2.8
Average Score	2.7

3) Domain scores are averaged to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Steps 2 and 3 will be performed by using tools/technology that calculate the averages for the evaluator.

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

Category #2: Parent Feedback (10%)

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

The process described below focuses on:
    (1)   conducting a whole-school parent survey (meaning data is aggregated at the school level);
    (2)   determining school-level parent goals based on the survey feedback;
    (3)   teacher and evaluator identifying **one** related parent engagement goal and identifying effective parent communication strategies;
    (4)   collecting evidence of the teacher's implementation of strategies to improve the parent goal.
    (5)   determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey
Parent surveys will be conducted and aggregated at the whole-school level to ensure adequate response rates from parents.

Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential and survey responses will not be tied to parents' names. The parent survey should be administered yearly and trends analyzed from year-to-year. Parent surveys will be anonymous and demonstrate fairness, reliability, validity and usefulness.

2. Determining School-Level Parent Goals
Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on improvement goals for the entire school.

3. 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 strategies they would like to pursue as part of their contribution to the school's parent engagement goal. Possible strategies include improving communication with parents, helping parents become   more effective in support of homework, improving parent-teacher conferences, sending more regular   correspondence to parents such as sending bi-weekly updates to parents, developing a new website for their class, and so on. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals.

4. Measuring Progress on Growth Targets
A teacher will measure and demonstrate progress on growth targets by measuring how successfully they implement the strategy

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully implements the strategies to accomplish the school Parent Feedback Rating established based on the post survey. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Distinguished (4)	Accomplished (3)	Developing (2)	Not Demonstrated (1)
Exceeded the goal Teacher successfully implemented several strategies to address the area of need and brings data to the end of year meeting. School Exceeded its goal	Met the goal Teacher successfully implemented strategies to address the area of need and brings data to the end of year meeting. School met its goal.	Partially met the goal Teacher successfully implemented some strategies to address the area of need or addressed the area of need with some, not all parents. Teacher brings some data to the end of year meeting . School met its goal, but teacher did not address the need or school partially met its goal.	Did not meet the goal Teacher implemented few strategies to address the area of need or brings no data to the end of year meeting. School met its goal but teacher did not contribute or school did not meet its goal.

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of their evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:
- Student growth and development, which counts for 45%; and
- Whole-school student learning counts for 5% of the total evaluation

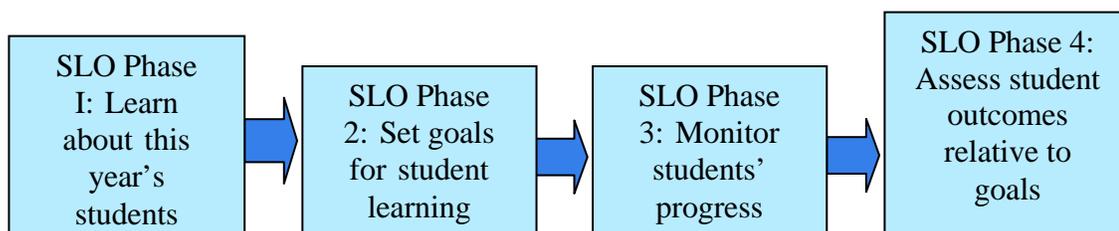rating. These categories will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)
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 purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. **Student Learning Objectives (SLOs)** is the approach for measuring student growth during the school year. SLO's are carefully planned, long-term academic goals. They should reflect high expectations for learning and improvement and aim for mastery of content or skill development.

SLO's are measured by **Indicators of Academic Growth and Development (IAGDs),** which include specific targets for student growth. Research has found that educators who set high quality targets often realize greater improvement in student performance. Teachers may develop goals through collaboration with colleagues in the same grade level or teaching the same course. SLO's will serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets.

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

SLO Phase I: Learn about this year's students	→	SLO Phase 2: Set goals for student learning	→	SLO Phase 3: Monitor students' progress	→	SLO Phase 4: Assess student outcomes relative to goals

The four SLO phases are described in detail below:

PHASE 1: REVIEW THE DATA

Teachers examine their rosters and multiple sources of data about their students' performance to identify an area of need. Determining where students are at the beginning of the year is a key aspect of this step. Teachers may use initial performance samples (writing, pre-assessments), student scores on previous standardized assessments, results from non-standardized assessments, results of diagnostic assessments, artifacts from previous learning, IEPs and 504 plans, data related to ELL and gifted students, and attendance and behavior data. It is important that the teacher understand both the individual student and group strengths and challenges.

PHASE 2: SET AT LEAST ONE SLO

1. Decide on a Student Learning Objective, core areas, domain, knowledge and skills students are expected to acquire. Each should address a central purpose of the teacher's assignment and pertain to a large portion of his/ her students. Each should reflect high expectations for student learning.

2. Select IAGD's – specific evidence with a quantitative target demonstrating whether the SLO was met. The SLO must have 2 IAGDs, one using standardized data, if available, and one using non-standardized data.

    Colchester will not require that 22.5% of a teacher's summative rating incorporate state test data. The 45% student growth and development component will be comprised of 22.5% standardized assessments for those grades and subjects where available and appropriate, and the other 22.5% will be based on one non- standardized indicator.

    If there are no standardized assessments available and appropriate, the educator's entire 45% student learning outcomes will be based on non -standardized indicators in the 2015-16 school year.

A **standardized assessment** is characterized by the following attributes:
*   Administered and scored in a consistent – or "standard" – manner;
*   Aligned to a set of academic or performance "standards;"
*   Broadly-administered (such as district-wide);
*   Commercially-produced; and
*   Often administered two or three times per year.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar   assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to   achieve proficiency would likely vary among 2nd grade teacher

1. *Provide Additional Information*
   During the goal-setting process, teachers and evaluators will document the following:
   - Selected student population
   - Learning content aligned to relevant standards
   - Interval of instruction for the SLO
   - Baseline data that was used to set each IAGD
   - Assessments teacher plans to gauge students' progress
   - Instructional strategies
2. *Submit SLOs 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 SLOs, ultimately, the evaluator must   formally approve all SLO proposals.

   SLOs will be examined relative to the above criteria so that SLOs across subjects, grade levels and   schools are rigorous and comparable.

PHASE 3: MONITOR STUDENT PROGRESS

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, 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 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 SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

PHASE 4: ASSESS STUDENT OUTCOMES RELATIVE TO SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators and upload evidence to the data management software system for review by 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 each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows: (A teacher with a very small case load, under 10 students, will determine the percentage of students jointly with the evaluator.)

Exceeded (4)	90% or more of the students met the target contained in the indicator with some students exceeding the target.
Met (3)	80% or more of the students met the target(s) contained in the indicators within a few points on either side of the target.
Partially Met (2)	Many students (60-79%) met the target, but a notable percentage missed the target by more than a few points. However, taken as a whole, some progress towards the goal was made.
Did Not Meet (1)	A few students but less than 60% met the target; a substantial percentage of students did not. Little progress toward the goal was made.

The individual SLO ratings will be shared and discussed with teachers at the End-Of-Year Conference.

NOTE: In the event that standardized results are not be available in time to score the SLO prior to the June 30 deadline, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. The evaluation rating can be amended at that
time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring for details.

Category #4: Whole-School Student Learning Indicator

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating at that school. Pending U.S. Department of Education's approval of Connecticut's request for flexibility on the use of student test data in 2014-15, Colchester will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to 45% component of the administrator's final rating).

SUMMATIVE TEACHER EVALUATION SCORING

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

TEACHER
SUMMATIVE
RATING

STUDENT OUTCOMES	Student Growth and Development 45%
	Whole School Student Learning 5%
TEACHER PRACTICE	Observation of Teacher Performance and Practice 40%
	Parent Feedback 10%

Every educator will receive one of four ratings:

Distinguished – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Not Demonstrated – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score 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
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 category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

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

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Not Demonstrated
81-126	Developing
127-174	Accomplished
175-200	Distinguished

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

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

Category	Score (1-4)	Weight	Points
Student Growth and Development (SLO)	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	Not Demonstrated
81-126	Developing
127-174	Accomplished
175-200	Distinguished

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *Accomplished* and the Student Outcomes Related Indicators rating is *Accomplished*. The summative rating is therefore *Accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *Distinguished* for Teacher Practice and a rating of *Not Demonstrated* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

Summative Rating

Student Outcomes Related Indicators Rating	Teacher Practice Related Indicators Rating			
	Distinguished	Accomplished	Developing	Not Demonstrated
Distinguished	Distinguished	Distinguished	Accomplished	Gather further information
Accomplished	Distinguished	Accomplished	Accomplished	Developing
Developing	Accomplished	Accomplished	Developing	Developing
Not Demonstrated	Gather further information	Developing	Developing	Not Demonstrated

Adjustment of Summative Rating Summative ratings must be completed for all teachers by June 30 of a given school year. Should data not be available at the time of a final rating, a rating must be completed based on evidence that is available. The evaluator may recalculate the teacher's summative rating and submit the adjusted rating no later than September 15 in the event that data is unavailable in June. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Non-tenured teachers shall generally be deemed effective if the educator receives at least two sequential *Accomplished* summative ratings, one of which must be earned in the fourth year of a beginning teacher's career. A *Not Demonstrated* rating may 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 *Accomplished* ratings in years three and four.

Superintendents shall offer a contract to any educator   deemed 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 effective if said educator receives summative *Accomplished* ratings and the observation of practice for the school year is rated *Accomplished.* Two summative *Developing* ratings or one summative *Not Demonstrated* rating at any time would deem the educator **Ineffective.**

If after one formal classroom observation a post-tenure teacher is rated *Developing,* an additional observation may be provided. By mid-year the teacher will receive intensive support and will create a mutually-developed individualized plan for improvement if the classroom observation score remains *Developing.*

Colchester Teacher Evaluation Committee Members, 2014-15

Names	Role	School
Katherine Shaughnessy	Director of Pupil Services	District
Barbara Gilbert	Director of Teaching and Learning	District
Linda Iacobellis	Assistant Principal	Bacon Academy
Christine Troup	Reading Specialist	Bacon Academy
Carol Hale	Math Teacher	Bacon Academy
Jo-Ann Campbell	Technology Education teacher	Bacon Academy
Garrett Dukette	Administrative Intern	Bacon Academy
Amity Goss	Assistant Principal	Colchester Elementary
Tammy Boyd	Classroom Teacher	Colchester Elementary
Katherine Wonderly	School psychologist	Colchester Elementary
Susan Hawkins	Classroom Teacher	Colchester Elementary
Lorraine Tierney	Speech Pathologist	Colchester Elementary
Linda Rhodes	Assistant Principal	Colchester Elementary
Deborah Sandberg	Principal	Jack Jackter Intermediate
Patty Tedford	Math Teacher	Jack Jackter Intermediate
Rose Poirier	Special Education Teacher	Jack Jackter Intermediate
Jennifer Totten	Classroom Teacher	Jack Jackter Intermediate
Maddalena Scrivano	Math teacher	William Johnston Middle
Marcy Lavoie	Social Studies Teacher	William Johnston Middle
Michele Lane	Information Technology	William Johnston Middle
Frank Newman	Math Specialist	William Johnston Middle
Frank Gionfriddo	Special Educator; Union	William Johnston Middle

Appendix A: SLO Development Guide

Teacher:	Reviewer:
SLO Title: _____	Date: _____
Content area:	School:

SLO Development Rubric

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

SLO focus statement describes a broad goal for student learning and expected student improvement.
Reflects high expectations for student improvement and aims for mastery of content or skill development.

Baseline – Trend Data
What data were reviewed for this SLO? How does the data support the SLO?

Identifies *source(s)* of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
Summarizes student data to *demonstrate specific student need* for the learning content tied to specific standards *(including strengths and weaknesses)*

Student Population
Who are you going to include in this objective? Why is this target group/student selected?

Justifies why this class and/or targeted group was selected, *as supported by data comparing the identified population of students to a broader context of students* (i.e., other classes, previous year's students, etc.)
Includes a large proportion of students including specific target groups where appropriate

Standards and Learning Content
What are the standards connected to the learning content?

SLO is a goal for student learning that identifies *big and core* ideas, domains, knowledge, and/or skills students are expected to acquire *for which baseline data indicate a need*
Aligns to specific applicable standards (Connecticut Core Standards, SBAC Claims, National or industry standards)

Interval of Instruction
What is the time period that instruction for the learning content will occur?

Specifies *start and stop dates* which includes the majority of the course length

Indicators of Academic Growth and Development (IAGDs)/Growth Targets
What are the quantitative targets that will demonstrate achievement of the SLO?

Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and *meets* or *exceeds* district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)
Baseline and trend data support established targets.
1 growth target is based on standardized test data where available.
Describes characteristics of student population *with numeric specificity* including special needs relevant to the IAGD (e.g., I have 6 English language learners, 4 students with reading disabilities…)

Assessments
How will you measure the outcome of your IAGD?

Identifies *by specific name* the pre-assessments, post-assessments, and/or performance measures
Aligns *most* of the assessment items or rubric criteria to the learning content tightly
Assessment or performance measure is designed to assess student learning objectively.
Includes *a majority* of constructed-response items *and* higher order thinking skills
Performance measures allow all students to demonstrate application of their knowledge/skills
Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items

Instructional Strategies
What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?

Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction
States how formative assessments will be used to guide instruction
Identifies professional learning/supports needed to achieve the SLO
Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO

Overall Rating for SLO will be based on the average of the two IAGDs.

Appendix B: Lesson Plan Template

Lesson Plan Template

Date and Time of Observation:

Big Idea / Essential Question/ Purpose of the Lesson in student-friendly terms:

1. Alignment with Standards (list the 2-4 relevant standards you will address in the lesson):

2. Sequence of this lesson within the unit:

3. Students' prior knowledge leading to expected differentiation and grouping

Grouping (with data as evidence)	type of differentiation
(low)	(scaffolding)
(high)	(extensions)

4. Strategies used to engage students (include literacy strategies such as learning academic or content vocabulary, text structure, or strategies for reading content-specific text):

5. Tasks and questions to engage students (what students will be doing):

6. Instructional resources to support cognitive engagement (materials used):

7. Criteria for student success (what students will know and be able to do):

Students will:

8. Assessment of student learning (how you will know students "got it" and can apply it):

Formative Assessment(s)

Summative Assessment(s)

Self-Assessmen

Appendix C: List of Supports by Domain
This list will be updated on an ongoing basis and posted on the district web site.

Domain 1: Classroom Environment

Day One and Beyond (2003)
Teach Like a Champion (2010)
Tools for Teaching, Fred Jones (2007)
Discipline with Dignity (2008)
The Daily Five (2006)
The CAFÉ Book (2009)
Positive Behavior Support web site www.pbis.org
The First Days of School—How to be an Effective Teacher (2009)

Domain 2: Planning
Assignments Matter (2012)
Connecting Mathematical Ideas (2005)
Academic Conversations (2011)
Pathways to the Common Core (2012)
Learning Targets (2012)
Better Learning through Structured Teaching
Total Participation Techniques (2011)
Building Academic Vocabulary (2005)
Essential Questions (2013)
Quality Questioning (2005)
Strategies that Work (2007)
What's the Big Idea? (2010)
Why Didn't I Learn this in College?(2009)

Domain 3: Instruction and Assessment of Learning
Article about the value of, types and techniques of questioning in the classroom:
http://www.fno.org/apr03/qtech.html

Research on the value of questioning in the classroom:
http://www.nwrel.org/scpd/sirs/3/cu5.html

Introduction to Socratic Questioning: http://okra.deltastate.edu/~bhayes/socratic.html

A Taxonomy of Socratic Questions: http://wwwed.fnal.gov/trc/tutorial/taxonomy.html

Several types of questioning types are described in the article, "A Questioning Toolkit," in the online periodical, From Now On:
http://www.fno.org/nov97/toolkit.html

Advanced Questioning Techniques (explains some of the types of questions):
http://www.businesspotential.com/adquest.htm

Examples of questions that help you frame discussions and evoke quality thinking are available here: http://academic.pg.cc.md.us/~wpeirce/MCCCTR/questi~1.html

Web-based PowerPoint presentation on questioning techniques and types: http://www.petech.ac.za/robert/questioning/

 Levels and Types of Questions: http://pigseye.kennesaw.edu/~rouyang/ece4473/q-techni.html

Questions for Teachers (with video clips—you may have to download QuickTime to view/hear the video clips): http://www.deil.uiuc.edu/QuestioningTechniques/

Effective Techniques of Questioning: http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/effquest.htm

Links to various techniques: http://www.instructordiploma.com/core/102B/questions.htm

Questions and the Role of Questioning Techniques in the Classroom: http://www.instructordiploma.com/core/102%20B/jan.htm

Classroom questions for trainee teachers: http://www.pgce.soton.ac.uk/it/cm/questioning/

Sample Videos:

Sequencing questions for high school students when leading them through a text [5 min]

https://www.teachingchannel.org/videos/structuring-questioning-in-classroom

Research-based vocabulary strategy (2 minutes and relates to library media curriculum: fair use, creative commons, etc.)

https://www.teachingchannel.org/videos/teaching-hard-vocabulary-words?utm_source=Teaching+Channel+Newsletter&utm_campaign=3dbb0c0cbb-Newsletter_June_8_2013&utm_medium=email&utm_term=0c3feb22a-3dbb0c0cbb-291413249

SIFT method to teach literature: example is grade 8 [5 minutes=

https://www.teachingchannel.org/videos/sift-method-analyze-literature

Grade 6 science climate change (24 min)

https://www.teachingchannel.org/videos/climate-change-lesson

Making sense of symbols, patterns and themes (22 min) AP class
https://www.teachingchannel.org/videos/themes-in-english-literature

Grade 3 lesson (26 min main idea)
https://www.teachingchannel.org/videos/3rd-grade-ela-lesson
http://vimeo.com/album/2192388/video/55951747

Grade 3 math [24 min]
https://www.teachingchannel.org/videos/classroom-daily-routines?fd=1

1st Grade
http://www.youtube.com/watch?v=AfhIH3NJCfI

8th Grade
https://www.teachingchannel.org/videos/sorting-classifying-equations-discussion?fd=1

10th Grade
http://www.youtube.com/watch?v=XFRClI2q18Y

Never Work Harder than Your Students (2009)

See formative assessment chart on the following page from Illinois Common Core
www.isbe.net/common_core

http://wvde.state.wv.us/teach21/FormativeAssessment.html

Advancing Formative Assessment in Every Classroom (2009*)*

How to Create and Use Rubrics for Formative Assessment and Grading (2013)

25 Quick Formative Assessments for a Differentiated Classroom

Checking for Understanding

Classroom Assessment and Grading

Ahead of the Curve

Rethinking Homework

Fair Isn't Always Equal

How to Give Effective Feedback to your Students. (2008

Quick Reference Guide: Timeline

In 2015-16, evaluators will conduct <u>two</u> scheduled and <u>one</u> unscheduled 30 minute in-class observation of each **non-tenured** certified staff member in year 1 and 2 of teaching. Evaluators will conduct <u>one</u> scheduled and <u>one</u> unscheduled 30-minute in-class observation and one review of practice of non-tenured teachers in years 3 and 4 of teaching. Feedback will be given in a timely manner. Observations will be ongoing throughout the school year. Evaluators will conduct one formal with pre and post for **tenured teachers** on cycle one; 3 informal in-class observations for those on cycle 2 and one review of practice of all tenured staff who previously achieved proficiency.

Teacher
form(s) completed by teacher

August – October
- participate in orientation to the process
- gather data to collaboratively set goals with evaluator/team
- schedule goal-setting conference with evaluator

by November 15
- orientation completed
- goal-setting completed

January – February
- review goals and performance to date
- gather progress data to share with evaluator
- schedule and participate in mid-year conference with evaluator

April – June
- complete teacher self-reflection
- gather further evidence of goal attainment to share with evaluator
- schedule end-of-year conference with evaluator

by June 30
- end-of-year conference completed

Administrator
form(s) completed by administrator

August – October
- provide orientation to the evaluation and development process
- conduct goal-setting conferences

by November 15
- orientation completed
- goal-setting completed
- create support plan for teachers rated Developing/ add additional observation

January – February
- conduct mid-year conferences

April – June
- review teacher self-assessments and evidence of goal attainment
- participate in end-of-year conferences

by June 30
- end-of-year conference completed
- final ratings completed

by September 15
- adjust final ratings, if data warrants
- confer with any teacher whose final rating is adjusted

Appendix D: Common Core of Teaching Rubric/ Specialist Rubrics

Administrator Evaluation

Colchester will adopt the LEARN Shoreline Model for 2016-17, attached separately.

Colchester Administrator Development and Performance Plan

Revision submitted to the Connecticut State Department of Education May 25, 2016

Barbara Gilbert, Director of Teaching and Learning

Jeffry Mathieu, Superintendent of Schools

The Administrator Development and Performance Plan aligns with the Teacher Development and Performance Plan. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;

- To commit to continuous growth and development for ourselves and individuals that we lead;

- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;

- To use reflection as a key tool, both individually and collectively, to shape our practice;

- To ensure that we develop and maintain high quality relationships with our stakeholders;

- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;

- To ensure that we communicate well and give and receive feedback on our leadership; and

- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools.   The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1   Focus on What Matters Most

The Four areas defined by the state board as what matters for administrators are: student learning indicator (45%), administrator performance and practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2   Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The Colchester Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in Colchester's model of continuous improvement.

3   Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper *Assessing the Effectiveness of School Leaders* (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (http://www.valed.com/about.html) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4   School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

5 Professional Learning and Development

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between 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 and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6 Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of Colchester and is integral to the work, not an addition to it.   The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.
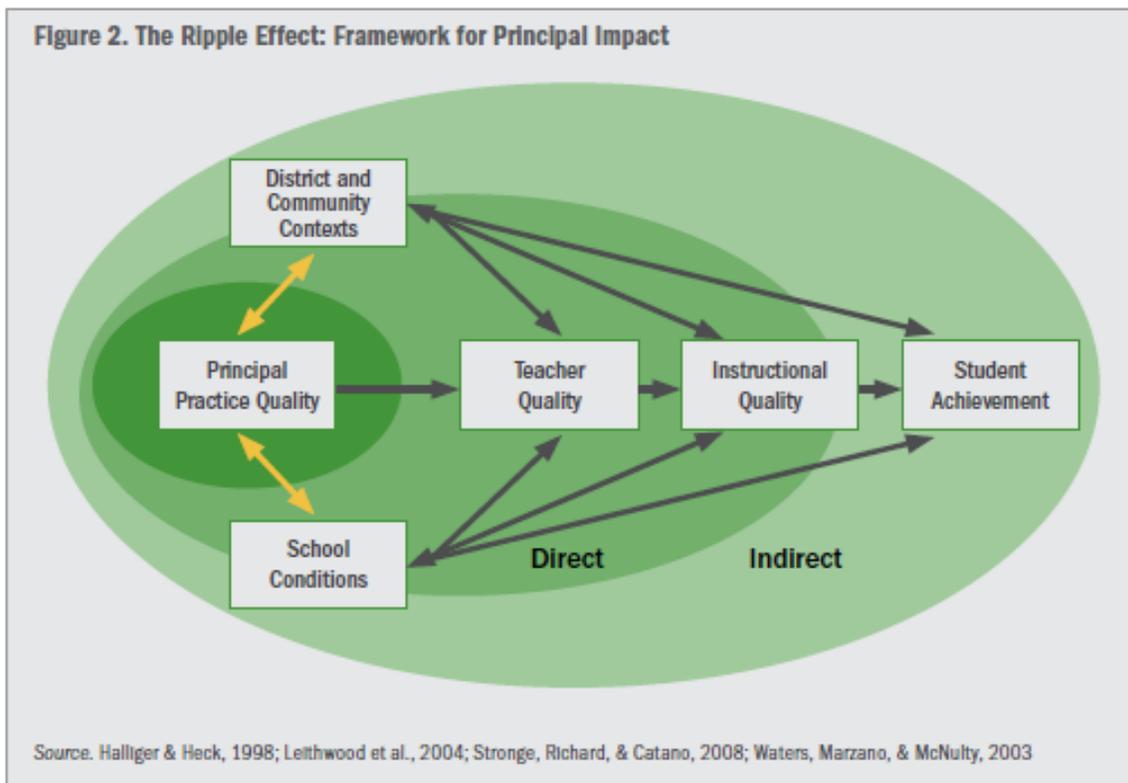
Model of Continuous Improvement

The Colchester Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).

LEARN Continuous Improvement Plan
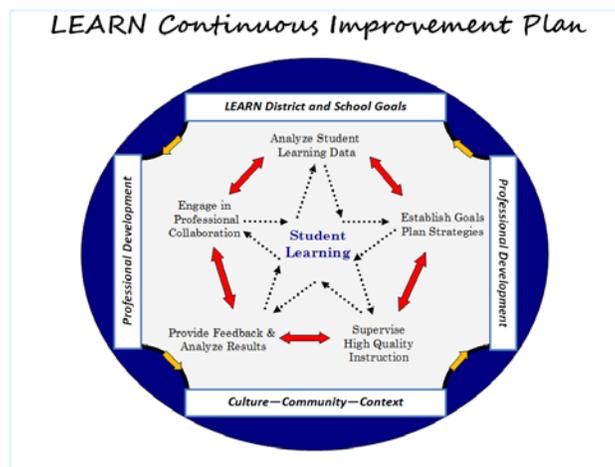
The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a "through line" from mission and vision to school and district improvement plans to leadership actions. This through-line connects from the Colchester mission and vision, and theory of action, to the school development planning process. The school development process is then driven by careful analysis of multiple indicators of school performance, supported by strategic goals, strategies and action steps. The process of improvement is driven by the leader's theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research's *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Fetters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.

Figure 2. The Ripple Effect: Framework for Principal Impact

Source. Halliger & Heck, 1998; Leithwood et al., 2004; Stronge, Richard, & Catano, 2008; Waters, Marzano, & McNulty, 2003

Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Colchester Framework) with "Instructional Leadership" evidenced as accomplished or exemplary

- Meeting Performance Expectations in the three other areas of leadership practice

- Meeting one target related to stakeholder feedback

- Meeting local targets on tests of core academic subjects

- Meeting and making progress on two student learning objectives/goals aligned to school and Colchester priorities

- Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes.** The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the Colchester region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school development and performance plan, including meaningful goals. The school development plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

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

The cycle itself begins with the following processes and general timeline:

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);

2. Stakeholder survey data are available for review by the administrator;

3. The Executive Director/Superintendent or her designee has communicated student learning priorities for the year;

4. The administrator has developed a school development plan that includes student learning goals; and,

5. The evaluator has reviewed the Educator Development and Performance Plan with the Administrator to orient him/her to the evaluation process.

Annually, Colchester will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, Colchester will provide evaluators of administrators with training focused on the Administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Training includes how to

conduct effective teacher observations and providing effective feedback. Colchester administrators also participate in state training for assessment/evaluation.

July-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Executive Director's/Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district development plan. 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 Accomplished 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 and support 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 focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. 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 are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice.   Evaluators need to provide timely feedback (oral or written) after each visit.   This process relies on the professional

judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

January: Mid-year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is the appropriate time for a formal check-in to review progress. In preparation for meeting:

The administrator analyzes available student achievement data and considers progress toward the stated goals.

The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts 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. The evaluator provides a mid-year summary to inform the leadership practice for the remainder of the school year.

April/May: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the Colchester Leadership Framework. In the Colchester Leadership Framework, the standards have been distilled into four Performance Expectations: **1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate.** For each of the four Performance Expectations, the administrator determines whether he/she:

- Needs to grow and improve practice on this performance expectation or some attributes of it;
- Has some strengths on this performance expectation but needs to continue to grow and improve;
- Is consistently effective on this performance expectation; or
- Can empower others to be effective on this performance expectation.

The Administrator should also review their identified focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. In addition, adminsitrators are expected to reflect on their outcomes related to stakeholder feedback, student learning indicators, and teacher effectiveness outcomes. At Colchester the school development plan serves as the vehicle through which the goals are monitored and outcomes are captured. A self- assessment form is located in the appendix. The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence. Using the school development and performance plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals, the goals related to the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each performance expectation to arrive at a final summative judgement. The teacher effectiveness outcomes rating is analyzed through both examination of the process of evaluating staff as well as the outcomes for teachers.

Following the conference, the evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report. Summative

ratings are expected to be completed for all administrators prior to 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 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.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Performance and Practice, 2) Stakeholder Feedback, 3) Student Learning Indicators, and 4) Teacher Effectiveness Outcomes.

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the Colchester/Shoreline Leadership framework.

The elements of practice of the Colchester/Shoreline Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in the Colchester and shoreline region.

Improving teaching and learning is at the core of what effective educational leaders do. As such, "Performance Expectation 1: Instructional Leadership" comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the 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.

In order to arrive at these ratings, administrators are measured against the Colchester Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.

- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.

- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.

- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the Colchester/Shoreline Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

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

2. 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. **Administrator evaluators must conduct at least two school site observations for any Administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.

3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of Accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.

4. 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.

5. 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, accomplished, 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. (Supported by the "Summative Rating Form," **Appendix**.)

School Based Administrators:

Rate Each Performance Expectation:

1. **Instructional Leadership**:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

(4) Exemplary:	(3) Accomplished:	(2) Developing:	(1) Below Standard: Applies
Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community	Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission,	Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for	inappropriate personal leadership practices or implements personal or leadership practices that work

to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	vision, and goals for instructional improvement for students.	improvement.	against instructional improvement.

2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.

Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

(4) Exemplary: Integrates a wide range of personal and	**(3) Accomplished**: Uses a range of personal and	**(2) Developing**: Uses some or inconsistent personal or	**(1) Below Standard**: Applies inappropriate personal or

educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Central Office Administrators

The Central Office Colchester Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

Administrators		Central Office Administrators
Educational Leadership Practice	**Personal Leadership Practice**	**Educational Leadership Practice**
Instructional leadership	**Efficacy, Initiative, Strategy**	**Instructional Leadership**
Human Capital	**Feedback, Decision Making Accountability**	**Human Capital/Talent Development**
Management and Operations	**Change Management**	**Organizational Management and Operations**
Culture and Climate	**Communication and Relationships**	**District Culture and Climate**

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of

evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator's role and scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g, other staff, community members, students, etc.). Surveys will be administered anonymously and all Colchester administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

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 CT Standards for School Leaders.

2. Review baseline data on selected measures.

3. Set one (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	Accomplished	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

<u>Component Three: Student Learning Indicators (45%)</u>

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.

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. **Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.**

   Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the Administrator has no state-wide assessments, at least three goals must be established). 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, the school 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.

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.

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

    o 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.
    o The Administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
    o 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.
    o The Administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
    o The Administrator shares the goals with her/his evaluator, informing a conversation designed to ensure that:
        - The objectives are adequately ambitious.
        - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
        - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
        - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Administrator and evaluator collect interim data on the goals 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	Accomplished	Developing	Below Standard
Met all three goals and substantially exceeded at least 2 targets	Met 2 goals substantially with substantial progress on the third	Met 1 goals and made substantial progress on at least 1 other	Met 0 goals OR Met 1 goal and did not make substantial progress on the other two

Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (goals) – is 5% of an administrator's evaluation. Improving teacher effectiveness is central to an Administrator's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

As part of Colchester's teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator's success.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	<40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

<u>Determining End of Year Summative Ratings</u>

The process for determining summative evaluation ratings has three categories of steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

A. PRACTICE:
Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%
The practice rating derives from an administrator's performance on the four Performance Expectations of the Colchester/Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:
Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%
The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

C. OVERALL: Practice (50%) + Outcomes (50%) = 100%
The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Superintendent/evaluator should examine the data and work with the administrator to gather additional information in order to make a final rating.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

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. **Accomplished:**   Meeting indicators of performance

3. **Developing:**   Meeting some indicators of performance but not others

4. **Below standard:**   Not meeting indicators of performance

Accomplished represents fully satisfactory performance, that is, effective performance. It is the rigorous standard expected for most experienced administrators. Specifically, accomplished administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Colchester Framework) with "Instructional Leadership" evidenced as accomplished or exemplary

- Meeting Performance Expectations in the three other areas of leadership practice

- Meeting one target related to stakeholder feedback

- Meeting local targets on tests of core academic subjects

- Meeting and making progress on two student learning objectives/goals aligned to school and Colchester priorities

- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished 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. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Professional Assistance Plan

An Administrator who receives a final summative rating of "Developing" or "Below standard" will be required to work with their evaluator to design a professional assistance plan. This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective. An administrator may be moved to a Professional Assistance Plan at any point during the school year as appropriate.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and CT School Leader Standards. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness Outcomes.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Comprehensive goal setting
- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors
- Assignment of coaches
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Appropriate resources to support growth and development

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence, with a timeline as determined above. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for the Administrator in this format will be the evaluator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this Professional Assistance Plan will be the Executive Director/Superintendent and/or her designee.

Evaluation-based Professional Learning

Colchester, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. Colchester provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within or outside of the organization to meet individual learning needs.

Career Development and Growth

Colchester values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. Colchester provide opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to Colchester as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The Colchester approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

<u>Appendices</u>

A. Leadership Framework

B. Central Office Leadership Framework

C. Final Summative Rating Form

Leadership Framework

Key Attributes of Leadership Practice	Personal Leadership Practice				
Educational Leadership Practice **1. Instructional Leadership**	**A. Efficacy, Initiative, and Strategy:** Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.	**B. Feedback and Decision Making:** Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.	**C. Change Management** Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.	**D. Communication and Relationships:** Builds trusting and positive relationships with adults, students, families and communities to improve student learning.	**Potential Evidence of Performance**
1.1 **Mission, Vision and Goals:** Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1A: Develops a strategic improvement plan aligned to school and district mission and goals Establishes and supports a common vision of high quality instruction.	1.1B: Engages broad stakeholder input into the implementation of the school's strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with the school's vision, mission and goals to guide decisions	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community	School Improvement Plan Leadership Team Meetings Professional Development Sessions
1.2 **Student Achievement Focus:** Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.	1.2A: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Develops clear and measurable indicators of progress toward school and district goals.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback
1.3 **Collaborative Practice:** Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.	1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.	1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.	1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.	Team Meetings School Schedule Formative Data Professional Development Sessions
2. Human Capital	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

2.1: **Recruitment, Selection, and Retention:** Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.	2.1A:Develoips and applies a recruitment and selection strategy that is integrated with strategic plan.	2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.	2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs	2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff	Staffing Patterns
2.2: **Professional Learning:** Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.	2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.	2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.	2.2C: Ensures coherence in the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning . Actively seeks and allocates resources to build and sustain improvement	PD Calendar Team Meetings School development plan
2.3: **Observation and Performance Evaluation:**. Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.	2.3A: Administrators and teachers collaboratively develop a shared understanding of effective performance aligned with the instructional mission and vision of the school and district	2.3B: Regularly gives staff clear, timely, and actionable feedback based on observation, student learning data, and other evaluation criteria.	2.3C: Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make performance management decisions.	2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	School Improvement Plan Observations and Evaluations Special Education Data
3. Management and Operations	**A. Efficacy, Initiative and Strategy**	**B. Feedback and Decision Making**	**C. Change Management**	**D. Communication and Relationships**	**Sample Evidence of Performance**
3.1 **Management of the Learning Environment:** Uses all available resources to create an environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.	3.1B:. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration	3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Parent and staff communication Newsletters Schedules Office Environment Parent and Student Surveys
3.2 **Safety and Security:** Develops, Implements, and regularly evaluates a comprehensive safety and security plan	3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.	3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services	3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	Crisis Team Plan Safety Plan ED166
3.3 **Resource Management**: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns
4. Culture and Climate	**A. Efficacy, Initiative and Strategy**	**B. Feedback and Decision Making**	**C. Change Management**	**D. Communication and Relationship**	**Sample Evidence of Performance**
4.1 **Family and Community Engagement:** Promotes the	4.1A: Publicly advocates the vision, mission and goals so that the school	4.1B: Ensures that all members of the school community have a strong voice	4.1C: Consistently and effectively empowers parents to use a variety	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by	School Improvement Plan Parent Survey

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district	community understands and supports equitable and effective learning opportunities for all students.	in regard to concerns, ideas, and interests	of strategies to engage families as leaders and partners in decisions about improving school- wide and student- specific learning	consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	Parent Meetings
4.2 **School Culture and Climate:** Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.	Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data
4.3 **Equitable and Ethical Practice:** Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Rate Each Performance Expectation:

1. **Instructional Leadership**:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

achievement for all through collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	**(2) Developing**: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. **Human Capital/Talent Development:**

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. **Management and Operations:**

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.
Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices. Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

RATE each Performance Expectation:

Performance Expectation 1: Instructional Leadership

Performance Expectation 2: Human Capital/Talent Development

Performance Expectation 3: Management and Operations

Performance Expectation 4: Culture and Climate

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

40% Leadership Practice =

Central Office Leadership Framework

Central Office Leadership Framework				
Key Attributes of Leadership Practice	**Personal Leadership Practice**			
Educational Leadership Practice **1. Instructional Leadership**	**A. Efficacy, Initiative, and Strategy:** Demonstrates an urgency to continuously improve and a strategy for improving outcomes for all students. Consistently applies initiative and persistence to accomplish ambitious goals.	**B. Feedback, Accountability and Decision Making:** Develops and implements systems that generate feedback for and from the school district community for accountability. Uses multiple sources of information when making decisions.	**C. Change Management** Manages resistance to change and engages the school community to maintain a consistent focus on high levels of achievement. Manages both technical and adaptive change.	**D. Communication and Relationships:** Builds trusting and positive relationships with the school community that supports the school district vision and mission **Potential Evidence of Performance**
1.1 **District Mission, Vision and Goals:** Promotes and maintains a clear instructional mission and vision for all students and staff that is shared by the district community and articulated through strategic plans.	1.1A: Develops a strategic improvement plan to guide school and departmental mission and goals. Establishes and supports a common vision of high quality instruction. Cultivates urgency and commitment to continuously improve.	1.1B: Engages broad stakeholder input into the implementation of the district strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with and to shape each school's vision, mission and goals to guide decisions.	1.1C: Uses data systems to identify district strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals. Assesses and addresses technical and adaptive needs and aligns resources to support those needs.	1.1D: Engages district staff to cultivate a shared mission and vision to guide the work of the district. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan, actions and progress with school community/board.	Articulated District improvement plans aligned with school or departmental plans Leadership Team Meetings Professional Development Sessions
1.2 **District Focus:** Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Promotes organizational coherence and alignment through district focus.	1.2A: Develops an articulated theory of action for achieving district goals. Establishes clear goals and action steps related to the strengthening of curriculum, instruction, and assessment. Routinely communicates district focus to promote coherence. Develops clear and measurable indicators of progress toward district goals.	1.2B: Regularly develops and uses multiple sources of data and information to develop, monitor, and adjust instructional focus and strategic plan based on student, district and community needs. Creates systems that promote feedback based on data to improve. Uses multiple sources of data to determine priorities.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the district implements the strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success. Advocates for resources to support improvement efforts.	District Improvement Plan Student Learning Data Professional Development Sessions Administrator meetings
1.3 **District Structures and Processes:** Develops the capacity of others to support the mission. Creates a clear structure and direction for distributed leadership. Builds the capacity of others to make decisions aligned to mission.	1.3A: Establishes district team structures and processes to support improving curriculum, instruction and assessment. Provides and aligns the support, time and resources to achieve successful implementation.	1.3B: Coaches, monitors and gives feedback to school leaders. Actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages leader and team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Enables staff to move from compliance to commitment.	1.3D: Builds collaborative and productive relationships with all members of the school community. Builds feedback loops, ensuring communication flows both up and down. Facilitates communication within and among key stakeholder groups. Communicates clearly and purposefully with the board/leadership.	Leadership Meetings Board meetings Team structures Formative Data Professional Development Sessions
2. Human Capital/Talent Development	**A. Efficacy, Initiative and Strategy**	**B. Feedback, Decision Making, and Accountability**	**C. Change Management**	**D. Communication and Relationships** — Sample Evidence of Performance

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; Central Office Inquiry, Agular and Goughnour, WestEd

	A	B	C	D	Sample Evidence
2.1: **Recruitment, Selection, and Retention:** Establishes and implements processes to recruit, select, develop, and retain effective educators needed to implement district mission and strategic plan.	2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan and applied across the schools and departments. Aligns human resources with the district vision and goals. Establishes and uses effective criteria and processes for hiring, developing, and retaining staff.	2.1B: Consistently uses evidence/data of effective teaching and leadership (e.g., demonstration lessons, lesson/unit plan analysis) as primary factors in recruiting and selection decisions. Involves teachers and leaders in selection processes for all instructional staff. Uses differentiated approaches to develop staff across their career.	2.1C: Uses multiple channels to identify the most effective leaders and teachers and strategically places them into positions based on his/her knowledge of strengths and areas for growth, considering student needs. Articulates district expectations to new hires and reinforces core values and expectations to retain staff.	2.1D: Creates and maintains trusting and positive relationships with teachers, administrators and staff. Builds relationships in the profession (e.g., training programs) and within district to obtain highly qualified and diverse staff.	Staffing Patterns Professional development re: recruitment
2.2: **Professional Learning:** Establishes a collaborative professional learning program linked to student, classroom, and school/district data, considering both individual school and district goals.	2.2A: Ensures the development, implementation and evaluation of curriculum, instruction and assessment; aligns content standards, teaching, assessment, and professional development/learning opportunities. Provides support, time, and resources to engage staff in reflective practice that leads to evaluating and improving instruction.	2.2B: Aligns district professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all staff receives feedback and aligned professional learning opportunities.	2.2C: Cultivates shared leadership opportunities for improving instructional practice. Addresses resistance to changes in instructional practice and cultivates commitment to the work. Models continuous learning expectations in their own practice. Keeps current with evolving trends and research in the field that supports district development.	2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement. Advocates for the importance of professional learning in district development and resource allocation.	PD Calendar Team Meetings Board presentations
2.3: **Observation and Performance Evaluation:** Ensures high quality, standards based instruction by building the capacity of leaders to promote the development of their staff.	2.3A: Collaboratively develops a shared understanding of effective performance aligned with the instructional mission and vision of the school and district.	2.3B: Regularly gives leaders clear, timely, and actionable feedback based on observation, school or departmental learning data and other evaluation criteria. Reviews evaluation data generated by leaders to refine/guide evaluation practices. Provides differentiated opportunities to develop staff.	2.3C: Uses multiple sources of data to evaluate staff and maximizes the use of district evaluation systems to promote growth. Regularly looks at a body of evidence to identify supports and make performance management decisions. Makes performance decisions that may not be popular but effect necessary change.	2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary. Promotes and celebrates high quality performance and cultivates opportunities for effective staff to share their practices with others.	District improvement plans Observations and Evaluations Special Education Data
3. Organizational Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback, Decision Making, and Accountability	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
3.1 **Management of the Learning Environment:** Uses all available resources to create a professional learning community and environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the district to support student learning.	3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system. Monitors and continuously evaluates the efficacy of district systems and makes modifications as necessary to support effectiveness.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration	3.1D: Communicates in a regular, timely and clear manner. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Communication samples Newsletters Schedules Office Environment Staff Surveys
3.2 **Safety and Security:** Develops, Implements, and regularly evaluates a	3.2A: : Implements and monitors a clear crisis management plan that is known by all staff, periodically tested,	3.2B Continually engages the school district community in the development, implementation and	3.2C: Is responsive to legislative or best practices to school safety and security and makes appropriate	3.2D: Develops positive and trusting relationships with all members of the school community as well as law enforcement and	Crisis Team Plan Safety Plan

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; Central Office Inquiry, Agullar and Goughnour, WestEd

comprehensive safety and security plan	and updated as needed. Engages in appropriate decision making, communication and resource allocation for crisis or emergency situations.	evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	modifications to the district system. Engages school leaders in effective school practices and supports the provision of appropriate health and social services.	first responders. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	
3.3 **Resource Management**: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the district improvement plan that is transparent and fiscally responsible. Aligns staffing and human resources with district goals.	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement.	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns
4. District Culture and Climate	**A. Efficacy, Initiative and Strategy**	**B. Feedback, Decision Making and Accountabilty**	**C. Change Management**	**D. Communication and Relationship**	**Sample Evidence of Performance**
4.1 **School District Community Engagement:** Actively engages school leaders, staff, board, families and community partners, and other stakeholders to promote the school district mission.	4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests. Establishes routines and processes to solicit feedback and input on system expectations.	4.1C: Consistently and effectively empowers leaders to use a variety of strategies to engage families as leaders and partners in decisions about improving learning. Models the district expectations in their own learning environments.	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	School Improvement Plan Parent Survey Parent Meetings
4.2 **School District Culture and Climate:** Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the district.	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the district and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor district culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, Cultivates parent advocacy for schools and the district mission.	Observation School Improvement Plan Staff Survey SRBI Data
4.3 **Equitable and Ethical Practice:** Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community. Upholds and models equitable, ethical and inclusive practices.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Rate Each Performance Expectation:

Performance Expectation 1: Instructional Leadership:

Effective central office instructional leaders work in their district communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all and support the implementation of the mission through meaningful collaborative processes. Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the district community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the district community to achieve the mission, vision, and goals for instructional improvement for students.	**(2) Developing**: Uses some or inconsistent personal and instructional leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	**(1) Below Standard**: Applies inappropriate personal or leadership practices or implements personal or leadership practices that work against instructional improvement.

Performance Expectation 2: Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation. Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

Performance Expectation 3: Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and educational leadership practices to ensure safety, security and resource management. Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school district priorities.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

Performance Expectation 4: Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

RATE:

Performance Expectation 1: Instructional Leadership:

Performance Expectation 2: Human Capital/Talent Development:

Performance Expectation 3: Management and Operations:

Performance Expectation 4: Culture and Climate:

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; Central Office Inquiry, Agullar and Goughnour, WestEd

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Meets expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Central Office Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Central Office Leadership Framework.

Final Summative Rating Form

Component One: Leadership Practice (40%)

Rate each Performance Expectation using all evidence both provided and observed through site visits, conferences, and conferences

Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.
1.1 **Mission, Vision and Goals:** Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.
Using evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.			
2.1: **Recruitment, Selection, and Retention:** Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.			
2.2: **Professional Learning:** Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.			
2.3: **Observation and Performance Evaluation:**. Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.
Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.			
3.1 **Management of the Learning Environment:** Uses all available resources to create an environment conducive to student and adult learning.			
3.2 **Safety and Security:** Develops, Implements, and regularly evaluates a comprehensive safety and security plan			
3.3 **Resource Management**: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan			
Using evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment;

			resources are not or are misaligned.

Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

4.1 **Family and Community Engagement:** Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district

4.2 **School Culture and Climate:** Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school

4.3 **Equitable and Ethical Practice:** Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.

Using evidence determine:

(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished:** Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing:** Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard:** Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Component One: Leadership Practice (40%) Rating: _____

Component Two: Stakeholder Feedback (10%)

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

Component Two: Stakeholder Feedback (10%) Rating: _____

Component Three: Student Learning Indicators (45%)

Exemplary	Accomplished	Developing	Below Standard
Met all three objectives/goals and substantially exceeded at least 2 targets	Met 2 objectives /goals substantially with substantial progress on the third	Met 1 objective/goals and made substantial progress on at least 1 other	Met 0 objectives/goals OR Met 1 objective/goal and did not make substantial progress on the other two

Component Three: Student Learning Indicators (45%) Rating: _____

Component Four: Teacher Effectiveness Outcomes (5%)

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	<40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation

Component Four: Teacher Effectiveness Outcomes (5%) Rating_____

Summative Ratings

Component One: Leadership Practice (40%)   **Rating:** _____

Component Two: Stakeholder Feedback (10%)   **Rating:** _____

Component Three: Student Learning Indicators (45%)   **Rating:** _____

Component Four: Teacher Effectiveness Outcomes (5%)   **Rating:** _____

Practice Rating: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

OVERALL: Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:**   Substantially exceeding indicators of performance

2. **Accomplished:**   Meeting indicators of performance

3. **Developing:**   Meeting some indicators of performance but not others

4. **Below standard:**   Not meeting indicators of performance

Circle the rating for Practice. Circle the rating for Outcomes. Connect the two on the matrix.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Summative Evaluation Final Rating: _____