

Woodbridge

School District
**Educator Evaluation
and
Professional Learning Plan**

~ April 2015 ~

Woodbridge 2015-16
Evaluation & Support Plan

WOODBRIIDGE SCHOOL DISTRICT

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* The Woodbridge Teacher Evaluation and Development Plan will be reviewed annually.

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WOODBIDGE SCHOOL DISTRICT

VISION STATEMENT

Vision of the Woodbridge School District: To become a high performing school district that provides a nurturing and stimulating learning environment that values achievement, creativity, respect, personal integrity, and engenders in children a love of learning.

Beliefs

- Students are capable of making decisions and accepting consequences of those decisions.
- Students can identify appropriate resources to support their learning.
- Students are capable of mastering basic skills necessary for participation in an ever-changing society.
- Students are capable of learning at high levels.
- Students learn in a variety of ways.
- Students need opportunities to learn responsibility in a variety of roles.
- Learning is a life long process.
- Diversity enhances life.

Educator Evaluation and Professional Learning Plan

Introduction

This document outlines a model for the evaluation and development of teachers in the Woodbridge School District. It is based on the Connecticut Guidelines for Educator Evaluation, Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.). The plan will serve as validation of teacher competencies and provide support to faculty in the attainment of state and district goals. The entire evaluation process should be viewed as a cooperative undertaking of professionals who are striving to achieve the stated purposes of the evaluation system, the most important of which are the improvement of instruction and enhancement of student learning. Educators will be supported and acknowledged for their growth, improvement and contributions.

The Plan is organized into three phases: the Induction Phase for first, second and third year teachers and experienced teachers in year one and year two in the district. The Continuous Professional Growth Phase for experienced teachers who received ratings of *accomplished or exemplary*, and the Structured Assistance Phase for teachers who have received ratings of *developing or below standard*.

*Note: For state reporting purposes, the word “accomplished” will be replaced by the word “proficient”.

Purpose and Rationale of the Evaluation System

Research has proven that no school-level factor matters more to students’ success than high-quality teachers. When teachers succeed, students succeed. To support teachers, Woodbridge clearly defines excellent practice; gives accurate, useful information about teachers’ strengths and development areas; and provides opportunities for professionals to advance their practice. Collaboration between teachers and administrators is integral in creating a culture and learning climate in which all educators become reflective practitioners in order to improve student learning and encourage creativity and innovation.

Core Design Principles

The following principles guided the design of the teacher model:

- ***Consider multiple, standards-based measures of performance***

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher’s performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based standards: The Common Core State Standards (CCSS), The Connecticut Common Core of Teaching (CCT) (See Appendix A), The Connecticut Framework K-12 Curricular Goals and

Standards, Connecticut Code of Professional Responsibility for Teachers (See Appendix B) and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and to support fairness and consistency within and across schools.
- *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 in the model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *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. Woodbridge Educator Evaluation Plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

Overview of the Process

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%)** which is defined in the Common Core of Teaching rubrics.
- (b) **Parent feedback (10%)** on teacher practice through surveys

2. Student Outcomes Related Indicators: an evaluation of the teacher's contribution to student academic progress, at the school and classroom levels in alignment with district goals. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO)
- (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators or **student feedback (5%)** through student surveys

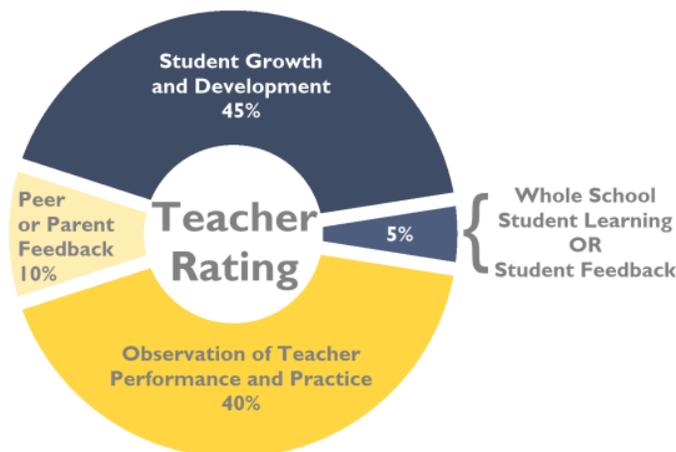
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

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

Orientation Goal Setting and Planning Mid-year check-in End of Year Review



September 30th

October 30th

January 30th

(self-assessment)
By or before mid-June
(conference)
End of school year

Goal-Setting and Planning

Timeframe: **September 30th** (Orientation); **October 30th** (Reflection and Goal Setting)

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in the teacher practice goal and student learning objective (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results to draft one proposed student learning objective (SLO) goal as measured by multiple Indicators of Academic Growth and Development (IAGDs). The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. The teacher will develop one performance and practice/professional learning goal to focus evidence collection in observations.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement. The evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In

Timeframe: **January 30th**

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

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

End-of-Year Summative Review

Timeframe: By or before mid-June(Self- Assessment) and End of School Year(End-of Year Conference)

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation and before the end of the school year.

Summary of Plan

According to the provisions of the plan, all teachers participate in the annual evaluation process. The design of each teacher's plan reflects individual needs, years of experience, and evaluator approval. An outline of the core elements of the plan is provided below. Detailed explanations of the plan's expectations and options follow.

Required of all teachers annually

- Orientation with Administrator by September 30th
- Goal-Setting: Teachers submit one proposed goal; a Student Learning Objective (SLO) with multiple Indicators of Academic Growth and Development –IAGD (student growth and development 45%) with performance measures linked to student learning, for approval by October 30th
- Teachers will provide evidence of supporting the achievement of the whole school parent feedback goal
- Mid-year conference goal update with evaluator by January 30th
- Self-reflection submitted to evaluator by mid-June
- End of year goal conference
- Formal and informal observations
- Preliminary summative assessment with conference by end of school year to be finalized in September following reporting of state standardized assessment
- An administrator may request a formal observation based on evidence collected from at least two informal observations
- A teacher may request a formal observation at any time

New Teachers (year one, two, three, or experienced teachers new to Woodbridge year one and year two)

- Orientation by September 30th
- Teacher assigned a mentor by September 15th
- Initial goal setting conference by October 30th
- Formal observations: focused, site-based observations (at least 3 per year), with pre- and post- conference, with timely written and verbal feedback
- Informal observations and feedback by evaluator
- Mid-year conference goal update with evaluator by January 30th
- Self-reflection submitted to evaluator by mid-June
- End of year goal conference
- Preliminary summative assessment with conference by end of school year to be finalized in September following reporting of state standardized assessment when appropriate.

Experienced Teachers (More than Two Years in Woodbridge)

Continuous Growth Phase (Teachers who have received ratings of *Accomplished* or *Exemplary*)

- Initial goal setting conference by October 30th
- Observations - one formal in-class observation (with pre- and post- conference) and three informal observations to include at least one review of practice annually with written and/or verbal feedback **or** three informal observations to include at least one review of practice with written and/or verbal feedback in a timely manner. This will occur on an alternate year rotation.
- Mid-year conference goal update with evaluator by January 30th
- Self-reflection submitted to evaluator by mid-June
- End of year goal conference
- Preliminary summative assessment with conference by end of school year to be finalized in September following reporting of state standardized assessment when appropriate.

Structured Assistance (Teachers who have received ratings of *Developing* or *Below Standard*)

A written improvement plan will include:

- Statement of deficiency or concern
- Expectations for performance improvement
- Peer/mentor support as needed
- Timeline for improvement and assessment
- Observations- a minimum of three in class formal, at least two of the three must include pre-conference, and all must include post-conference with timely written and verbal feedback

Structured Assistance Phase For Developing/Below Standard Overview of the Phase

The Structured Assistance phase is intended to assist the developing/below standard educator who is having difficulty consistently demonstrating effectiveness.

Staff members assigned to the Structured Assistance Phase will work cooperatively with their supervisors to develop and implement an individualized remediation plan designed to assist the staff member in meeting expectations.

The Structured Assistance Phase will include sufficient opportunities for the staff member to obtain assistance from peers and supervisors and/or participate in special training that is purposefully designed to improve specific areas of performance concerns.

The staff member shall be advised by the supervisor to discuss placement in the Structured Assistance Phase with a representative of the Woodbridge Education Association (WEA). The staff member has a right to WEA representation in all subsequent meetings.

- Who: Teachers who received ratings of *developing or below standard*
- Support: Supervisor and other district professionals
- Focus: The Structured Assistance Plan should be based on the identified performance deficiencies and aligned with the CCT and the Connecticut Code of Professional Responsibilities for Teachers. The plan should focus on the improvement of student learning.

The plan is designed by the teacher in consultation with and approved by their supervisor. The plan should meet the needs of the individual teacher, the school and the district.

Resolution of Difference

Dispute-Resolution Process

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

Notice of Concern

The granting of tenure in the Woodbridge School District indicates that a staff member has demonstrated competence as defined by the standards of the *Connecticut Common Core of Teaching* and the *Connecticut Code of Professional Responsibility for Teachers*. The district recognizes that circumstances may arise which result in a tenured staff member performing unsatisfactorily in one or more areas. At any point during the school year, if a supervisor determines that a tenured staff member's performance is less than satisfactory in one or more areas, these concerns will be promptly discussed with that staff member, and may result in an addendum of action steps related to the area of concern to the teacher's professional growth plan. The addendum will include:

- ❖ Expectations of outcome
- ❖ Methods of support
- ❖ Timeline (suggested 30- 45 working days)

Failure to successfully address the concern(s) will result in placement in the Professional Assistance Phase.

Confidentiality

All evaluative reports are strictly confidential. The evaluator and the teacher will sign one copy of the evaluation report, which will be placed in his/her personnel file.

Connecticut Framework For Educator Evaluation and Support

NOTE: Common Core Teaching rubrics to be included when developed by the Connecticut State Department of Education

TEACHER PRACTICE RELATED INDICATORS

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.

Observation Process

Pre-conferences and Post-conferences

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

Post-conferences provide a forum for reflecting on the observation against the CCT rubrics 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 in a timely manner

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the CCT rubrics all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Informal Observations

Non-scheduled observations that last at least 15 minutes and are followed by **timely written and/or verbal feedback**. The intent of the follow-up conversation is to provide an opportunity to discuss professional practice.

Feedback

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

Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the CCT rubrics;
- 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.

Written feedback **may include the evaluation tool**, an email correspondence, a comprehensive write-up, and/or a note in educator's mailbox.

Verbal Feedback may include a brief face-to-face conversation or a post-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 for the four levels of the CCT Rubric and evidence for the CCT components that were observed. During observations, evaluators should 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.

Informal ratings may occur across the school year to help the evaluator determine final summative ratings for Educator Performance and practice.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The evaluator in a three-step process will calculate the final teacher performance and practice rating:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the six domains of teacher performance.
- 2) Average indicators within each domain based on evidence collected.
- 3) Evaluator averages domain scores to calculate an overall rating.

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10%.

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 goal(s) based on the survey feedback;
- (3) identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (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 should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available.

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals 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 1-2 improvement goals for the entire school.

3. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets.

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

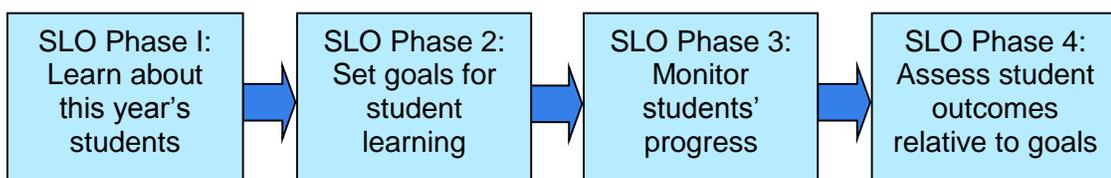
STUDENT OUTCOMES RELATED INDICATORS

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

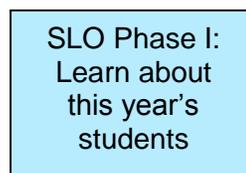
Overview of Student Learning Objectives (SLOs)

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. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, we will ask teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

Beginning with the 2015-16 school year, each teacher will write one SLO based on non-standardized/standardized data (when available). Each SLO will be supported by multiple IAGD's. This SLO will count for 45% of the final rating. When the state standardized testing plan for reporting student data is available this plan will be reviewed to include appropriate use of state standardized assessment data.

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects.

Woodbridge uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

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

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. The SLOs reflect high-expectations for student learning – at least should reflect high expectations for student a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes.)

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

SLO Phase 2:
Set goals for
student
learning

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. The SLO must include multiple indicators of academic growth and development and address a significantly proportionate amount of their total student population.

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

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 teachers.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>multiple</i>)
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June.	<ol style="list-style-type: none"> 1. All 17 (77%) students assessed on the standardized assessment will maintain proficiency, goal or advanced performance, or will gain a proficiency band. 2. All 5 students (23%) assessed on the Alternate Assessment for Reading will achieve at the proficient or goal level on the assessment

Step 3: Provide Additional Information

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: 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. Mutually agreed upon SLOs shall be written to align with district goals.

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

SLO Approval Criteria

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

SLO Phase 3:
Monitor students' progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. 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.

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.

SLO Phase 4:
Assess student
outcomes
relative to goals

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

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

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

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

Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher’s indicator rating shall be equal to the aggregate rating for **multiple student learning indicators established for the principal’s evaluation rating at that school**. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal’s evaluation.

Summative Educator Evaluation Rating Scoring

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the 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	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category 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 (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

Rating Table

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

Determine a Summative Rating by totaling all points received

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

Adjustment of Summative Rating Summative ratings must be completed for all teachers by the end of a given school year. When state standardized testing is used and data is not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15 or thirty days after data becomes available to the evaluator. These adjustments should inform goal setting in the new school year.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

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

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

EVALUATOR TRAINING, MONITORING AND AUDITING

The district will provide comprehensive training and support to district administrators and evaluators in implementing the revised educator evaluation plan. Training from the RESCs, identified by the CSDE in providing support to member districts, and other resources will be employed to ensure the proficiency of evaluators in conducting teacher evaluations.

EVALUATION-BASED PROFESSIONAL LEARNING

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Utilizing the Woodbridge School District's Professional Learning Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. Professional learning opportunities will be provided for teachers based on their individual strengths and weaknesses 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 in alignment with the district vision and goals.

CAREER DEVELOPMENT AND GROWTH

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

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

Appendix A

Teacher Practice Framework: **Connecticut Common Core of Teaching (CCT)**

The Structure of the CCT: The CCT contains teaching standards which describe two levels of effective knowledge, skills and qualities:

1. The six domains and 46 indicators that identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach; and
2. The discipline-specific professional teaching standards that further define and expand the definition of effective teaching within a particular subject matter or field.

Domains of Teacher Performance

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

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

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

Domain 3: Planning for Active Learning: Teachers plan instruction in order to engage students in rigorous and relevant learning and to improve their curiosity about the world at large.

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

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

Domain 6: Professional Responsibilities and Teacher Leadership: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Rubrics are currently being developed by the CSDE that will use **four performance levels with the following labels**:

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
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Appendix B

Connecticut Code of Professional Responsibility for Educators

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

(a) PREAMBLE

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

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

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

(b) Responsibility to the Student:

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

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability,

religion, or sexual orientation;

(D) Foster in students the full understanding, application and preservation of democratic principles and processes;

(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

(F) Assist students in the formulation of worthy, positive goals;

(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the Profession:

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

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

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

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

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

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

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Discriminate against students;
- (C) Sexually or physically harass or abuse students;
- (D) Emotionally abuse students; or
- (E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- (B) Accept any gratuity, gift or favor that would impair or influence professional

decisions or actions;

(C) Misrepresent his, her or another's professional qualifications or competencies;

(D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

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

(i) Code revision

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

Stefan Pryor

Commissioner of Education

Nancy L. Pugliese

Chief, Bureau of Educator Standards and Certification

Appendix C

Click below to access the CCT Rubrics

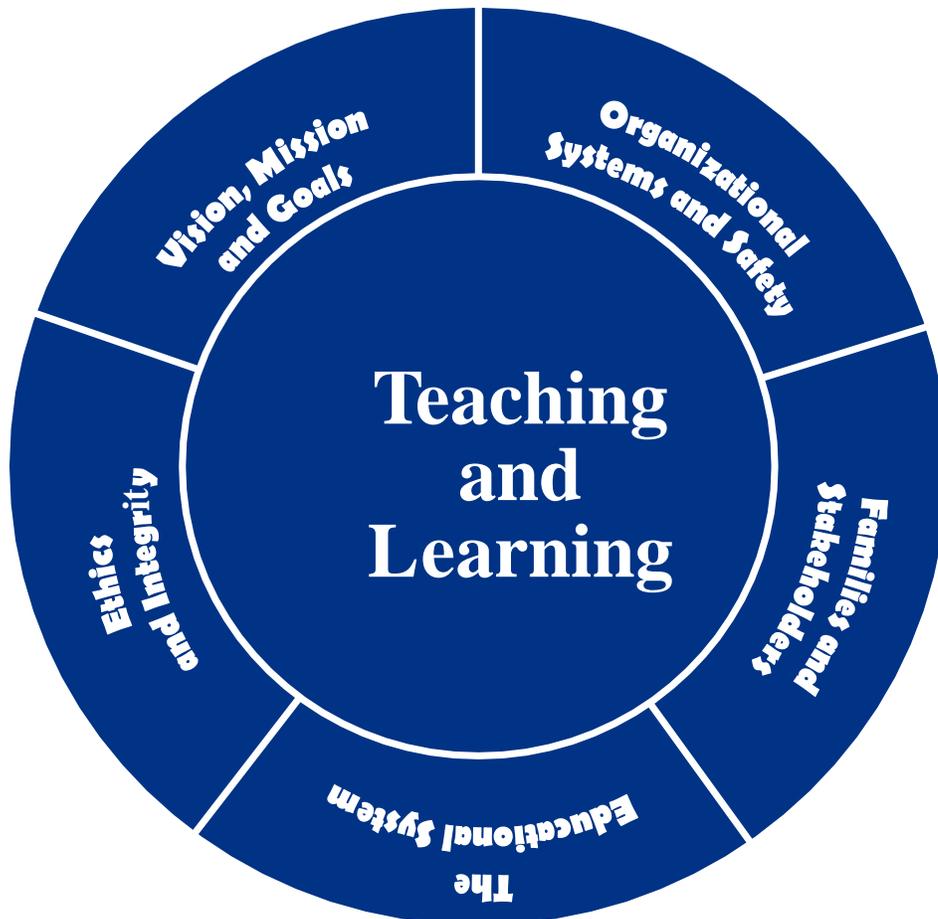
[CCT Rubrics for Effective Teaching May 2014](#)

WOODBIDGE BOARD OF EDUCATION

ADMINISTRATOR EVALUATION and PROFESSIONAL LEARNING PLAN

2015

Leadership Practice – 6 Performance Expectations



Approved by the Woodbridge Board of Education
April, 2013

Revised May, 2015

ADMINISTRATOR EVALUATION and PROFESSIONAL LEARNING PLAN

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The Administrator Evaluation and Professional Learning Plan intentionally includes:

- A clear focus on student learning.
- Direct connections to the Common Core of Leading: *Connecticut School Leadership Standards, Common Core State Standards, Code of Professional Responsibility and Common Core of Teaching (CCT)*.
- Explicit opportunities for self-assessment and reflection.
- Multiple sources of feedback and assessment.
- A well-defined summative rating system.
- Differentiated supervision for administrators of varying skills and experience levels.
- Alignment with the Woodbridge School District Teacher Evaluation and Professional Learning Plan, district goals and student learning outcomes.
- Opportunities for collaboration among administrators.
- Programs of support and procedures for addressing unsatisfactory performance.
- Strong connections between evaluation and professional development.

In that spirit, the Woodbridge School District administrative team views this plan as a dynamic document open to modifications and enhancements and recommends that the plan be reviewed annually.

The plan is also a legal document with respect to the hiring and termination process. Its more compelling purpose, however, is to build a culture in which dedicated administrators continually add to and refine their repertoire of skills in the service of student achievement.



Administrator Evaluation and Professional Learning Plan

Introduction

The Administrator Evaluation and Professional Learning Plan is a comprehensive administrator evaluation system that serves as a powerful means of a shared understanding of leader effectiveness. It incorporates state standards and nationally recognized best practices in the assessment of administrator performance and the development of administrator competence, including collaboration, reflection and choice. The goal of the plan is to establish a teaching and administrative culture that will promote professional growth, support teachers and administrators as they strive to be exemplars of best practice while ensuring compliance with regulations and accountability. This culture is expected to nurture and enhance a climate of collaboration, teamwork, empowerment and a sharing of ideas that will ultimately result in the continuous advancement of student learning.

The plan is ambitious, but many key ingredients for success already exist. The professional staff of the Woodbridge School District is a highly capable, talented group of teachers led by highly skilled, dedicated school administrators. The strategy is to pursue a systematic approach to evaluation and professional development through the design and implementation of two aligned plans: The Teacher Evaluation and Professional Learning Plan and the Administrator Evaluation and Professional Learning Plan. These plans are built upon a solid base of collegiality and trust and linked by the common goal of expanding the range and depth of student learning.

Introduction

The Woodbridge Administrator Evaluation Plan defines principal effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of *accomplished* administrators. These administrators can be characterized as:

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

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

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of administrators, which provides a basis for assessing their strengths and growth areas. It provides the vehicle for feedback administrators require for improvement. It also serves as a means to hold us the superintendent and administrators accountable for ensuring that every child in the district attends a school with effective leaders.

The Woodbridge plan is built on both research on principal evaluation and the evaluation practice of states across the country and within Connecticut. The plan meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The plan does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.

This document describes the Woodbridge Administrator Evaluation and Professional Learning Plan, including a set of underlying core design principles, the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the plan.

As noted, the plan applies to all administrators holding an 092 license. All administrators in the Woodbridge School District play a fundamental role in building a strong school for the students and the community. Their leadership has a significant impact on outcomes for students; therefore the plan applies to all administrators. The descriptions and examples focus on the principal. However, design differences for assistant principals and central office administrators may be applied at the discretion of the evaluator.

Core Design Principles

The Woodbridge Administrator Evaluation and Professional Learning Plan is designed to address the evaluation of principals and other administrators on the basis of four core design principles that resonate with educators and leaders in many districts.

- 1. Focus on what matters most:** The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, the focus of the bulk of the plan design is on specifying these two categories. In addition, the plan recognizes that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.
- 2. Emphasize growth over time:** The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the plan encourages administrators to pay attention to continually improving their practice.

- 3. Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. Of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. This plan requires evaluators to observe the practice of administrators frequently enough to make informed judgments about the quality and efficacy of practice.
- 4. Consider implementation at least as much as design:** Sensitive to the tremendous responsibilities and limited resources that administrators have, the plan is designed to align with other responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

The Plan's Four Categories

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

Category #1: Leadership Practice (40%)

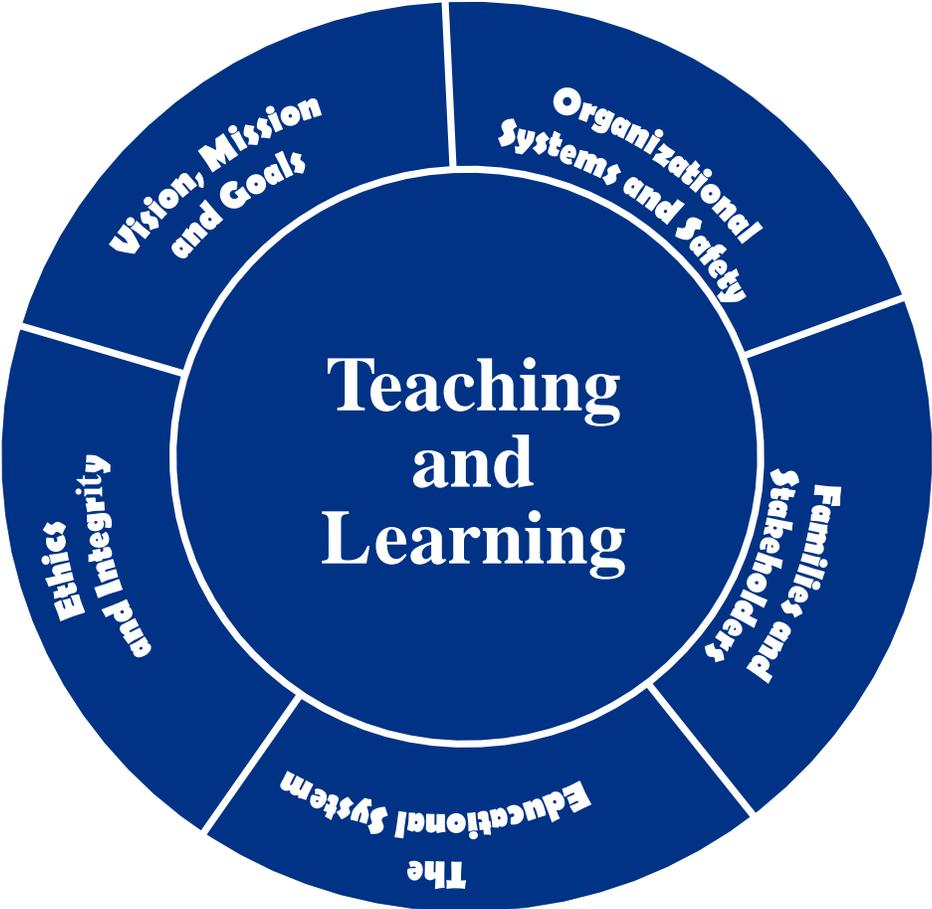
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

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

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 1: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

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

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

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

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

Arriving at a Leadership Practice Summative Rating

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

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

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

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

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

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

Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessment of administration as determined by a survey with measures that align to the Connecticut Leadership Standards – accounts for 10% of an administrator’s summative rating.

The Woodbridge School District will employ a valid and reliable survey that is designed with a subset of questions that align explicitly with the Connecticut School Leadership Standards. Relevant portions of the survey results will be incorporated into ratings and goal setting, as decided collaboratively by the evaluator and the administrator.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators

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

CENTRAL OFFICE ADMINISTRATORS

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

Principals or principal supervisors
Other direct reports
Relevant family members

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

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

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

Principals
Specific subsets of teachers
Other specialists within the district

STAKEHOLDERS

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

Exceptions to this include:

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

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target
6. Assign a rating, using this scale:

Exemplary	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.

Category #3: Student Learning (45%)

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

Current State Measures of Academic Learning

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

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT).
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
3. SPI rating – absolute measure of student achievement on Connecticut's standardized assessments
4. SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

See **Appendix G** for a complete definition of Connecticut's measures of student academic learning, including a definition of the SPI.

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

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

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
SPI Rating	89-100	77-88	64-76	< 64
SPI Rating for Subgroups	The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups	The gap between the “all students” group and 50% or more of subgroups is <10 SPI points	The gap between the “all students” group and at least one subgroup is >10 SPI points.	The gap between the “all students” group and all subgroups is >10 SPI points.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. The following weights may be adjusted based on Woodbridge School District priorities

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

*For school years with no subgroups, 50% on SPI progress, 50% on SPI rating

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

Exemplary	Accomplished	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

See **Appendix F** for sample calculations of evaluation ratings for administrators in schools with different SPI ratings and levels of progress.

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

Locally Determined Measures

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

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, Woodbridge will 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.

	SLO 1	SLO 2	SLO 3
Elementary School Principal	Non-tested subjects or grades	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement)		

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)
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

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

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

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

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

		State Test Portion			
		Exemplary	Accomplished	Developing	Below Standard
Locally-determined Portion	Exemplary	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	Proficient	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Developing	Below Standard	Below Standard

Category #4: Teacher Effectiveness (5%)

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

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

As part of Woodbridge Teacher Evaluation and Professional Learning Plan, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principal’s contribution to teacher effectiveness outcomes.

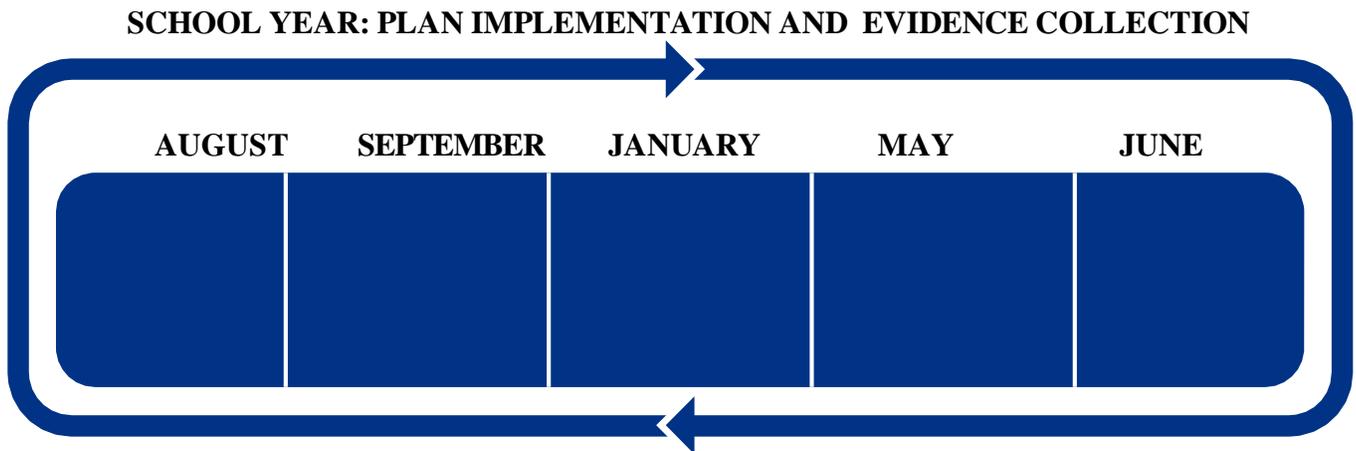
In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that the principal’s evaluator discusses with the principal his / her strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of the principal not encouraging teachers to set ambitious SLOs.

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

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Figure 2: This is a typical cycle:



Summary of Plan

According to the provisions of the plan, all administrators participate in the annual evaluation process. The design of each administrator's plan reflects individual needs, years of experience, and evaluator approval. An outline of the core elements of the plan is provided below. Detailed explanations of the plan's expectations and options follow.

REQUIRED OF ALL ADMINISTRATORS ANNUALLY

- Orientation and Context Setting with Superintendent by August 30th
- Goal-Setting: Administrators submit four goals for approval by September 30th with performance measures linked to student learning - Performance and Practice (40%) from Leadership Standards, Multiple Student Learning Indicators (45%), Teacher Effectiveness (5%), Stakeholder Feedback(10%),
- Mid-year conference goal update with evaluator by January 30th
- Self Assessment submitted to evaluator by May 30

- Collection of evidence / data to support goal attainment
- Preliminary summative assessment by June 30th to be finalized in August following reporting of state standardized assessment.

ADMINISTRATORS NEW TO WOODBRIDGE (First or Second Year in Woodbridge and Assistant Principal)

- Induction and Orientation by August 30th
- Administrator assigned as mentor by August 30th
- Initial goal setting Conference by September 30th
- Formal Observations: focused, site-based observations (at least 4 per year)
- Informal observations and feedback by evaluator
- Mid-year conference goal update with evaluator by January 30th
- Self Assessment submitted to evaluator by May 30
- Collection of evidence / data to support goal attainment
- Preliminary summative assessment by June 30th to be finalized in August following reporting of state standardized assessment.

EXPERIENCED ADMINISTRATORS (More than Two Years in Woodbridge)

- Formal site-based or program-based observations (at least 4 per year)
- Informal observations(s) and feedback by evaluator as appropriate
- Mid-year conference goal update with evaluator by January 30th
- Self Assessment submitted to evaluator by May 30
- Collection of evidence / data to support goal attainment
- Preliminary summative assessment by June 30th to be finalized in August following reporting of state standardized assessment.

STRUCTURED ASSISTANCE

Administrators who have received ratings of *developing* or *below standard*

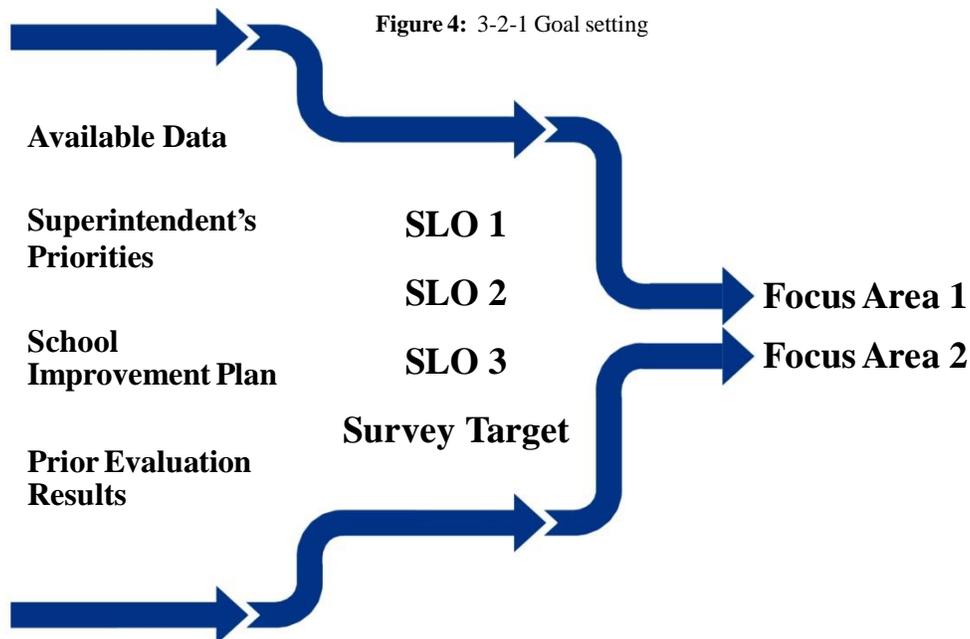
- Formal site-based or program-based observations (at least 2 per year)
- Informal observations(s) and feedback by evaluator as appropriate
- Mid-year conference goal update with evaluator by January 30th
- Self Assessment submitted to evaluator by May 30
- Collection of evidence / data to support goal attainment
- Preliminary summative assessment by June 30th to be finalized in August following reporting of state standardized assessment.
- Written improvement plan which includes:
 - Statement of deficiency or concern
 - Expectations for performance improvement
 - Assistance/suggestions for improvement

- Peer/mentor support as needed
- Timeline for improvement and assessment
- Formal Observations: focused, site-based observations (at least 4 per year)

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

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

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



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

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards (see Appendix A). While administrators are rated on all six Performance

Expectations, administrators will not be expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which *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 learning needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

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

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

The professional judgment of the administrator and evaluator is relied upon to determine appropriate sources of evidence and ways to collect evidence.

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

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

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 5: Self-Assessment: In the spring, each administrator takes an opportunity to assess his/her practice on all 18 elements of the Connecticut Leadership Standards. Conducting the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for the principal's self-reflection to inform his/her rating for the year. For each element, the administrator determines whether he/she:

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

The administrator should also review his/her focus areas and determine whether he/she should consider him(her)self on track or not.

The administrator submits their self-assessment to their evaluator prior to the summative review conference

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an

opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology)

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

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

S June 27, 2012

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

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

Summative Administrator Evaluation Ratings

Each administrator shall receive an annual rating in one of four levels:

Exemplary – Substantially exceeding indicators of performance

Accomplished -- Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard - Not meeting indicators of performance

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

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

Supporting administrators to reach an *accomplished* rating 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.

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

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

Determining Summative Ratings

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 six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form in **Appendix F**, 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 (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating is derived from the two student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form in **Appendix F**, state reports provide an assessment rating and 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 should examine the data and gather additional information in order to make a final rating.

*Summative
Rating Matrix*

		<i>Practice Related Indicators Rating</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	Accomplished	Accomplished	Accomplished	Accomplished	<i>Gather further information</i>
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Professional Learning

Professional learning for administrators is essential. Woodbridge expects all of its administrators to add to their repertoire of skills and depth of professional knowledge on a regular basis. Continued learning enhances leadership skills and competencies to support teachers, to improve instruction and to advance student learning. A critical link in providing for effective professional learning is forged when administrators connect the answers to two key questions:

“What student learning outcomes(s) am I expecting teachers in this school or department to achieve?”

“What do I need to do or know in order to support and coach teachers in accomplishing these student learning outcomes?”

“What areas / elements of the Leadership Evaluation Rubric do I need to target to develop my leadership skills / competencies?”

The answer to the second question provides the foundation for effective and continuous professional development.

Woodbridge offers various approaches to administrator growth both as part of this plan and through other opportunities. Learning opportunities may also include, but not be limited to, internal workshops, graduate courses, external conferences. The district and the individual administrator will track participation in professional learning. In particular, the district will provide opportunities for administrators to increase their knowledge and skill in utilizing teacher evaluation strategies related to the effective implementation of district initiatives, data-driven decision-making and the application of technology to student learning and school management.

Professional Learning for administrators will also include training on the district evaluation plans. The district will provide comprehensive training and support to district administrators and evaluators in implementing the revised educator evaluation plan. Training from the RESCs, identified by the CSDE in providing support to member districts, and other resources will be employed to ensure proficiency of evaluators in conducting teacher evaluations. Ongoing training in data collection, analysis and interpretation will be provided to all Woodbridge School District administrators for purposes of data based decision making related to improved student learning, and the use of technology to improve school management and improvement processes. Consistency in implementing the Administrator and Teacher Evaluation and Professional Learning Plans will be a priority in the Woodbridge School District.

Administrators New to Woodbridge **(First or Second Year in Woodbridge and Assistant Principal)**

The Woodbridge Public Schools recognizes the importance of providing newly appointed administrators with the types of support that enhance their opportunities for success.

Orientation - Newly appointed administrators shall participate in an induction process by August 30th annually that includes an orientation to the philosophy, goals, policies, practices, and expectations of the Woodbridge School District and the Administrator Evaluation Plan. Depending on their specific assignment and professional knowledge, new administrators will also have opportunities to interact with other instructional leaders to learn how various curricula, programs, and instructional strategies are linked to student learning outcomes.

Mentor - A mentor other than the evaluator shall be assigned, for a two year period, to each newly appointed administrator by August 30th to serve as a coach and advisor. The mentor would be an administrator with the experience and skill set to serve as a confidant, providing insight and guidance on a candid and confidential basis.

Goal Setting Conference - Administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice by September 30th.

Professional Learning Opportunities - New administrators will be encouraged and given opportunities to participate in professional learning activities, delivered both within the school district and by external professional organizations, especially those targeted at directly supporting and increasing student achievement and developing / enhancing leadership skills. High priority topics will include, but not be limited to, analysis of student work and achievement data, technology in the schools, and the teacher evaluation and growth plan.

Feedback - Evaluators will assure that feedback for new administrators will be frequent and ongoing, formal and informal, and relevant to district goals and expectations.

Formal Observations - Newly appointed administrators (Years 1 and 2) are formally observed by their evaluator(s) in order to validate successful performance, identify areas for professional learning and maintain accountability. These observations will be focused and site-based and occur at least four times per year. For example, evaluators may formally observe a new administrator leading a team meeting, conducting a teacher observation conference, addressing a parent group, chairing a committee, supervising students, visiting classrooms. A formal observation would generally be for an average of 30 minutes. The formal observation process **may** involve pre-observation communication, the actual observation and post-observation communication (report/conference). Evaluators may choose to observe at unscheduled times as well.

Informal Observations – Informal observations with feedback by the evaluator may occur at any time during the year.

Mid-Year Formative Conference - The purpose of a mid-year conference for administrators is to assure timely, structured feedback by January 30th. The discussion may take many appropriate forms. It may be based on *Connecticut's Standards for School Leaders*. It must involve an examination of progress toward student learning targets and areas related to leadership standards. It may make reference

to evaluator observations. It should incorporate many of the previously mentioned data sources as appropriate. The primary intention is to acknowledge and follow up on initial successes, as well as to identify mid-course corrections and opportunities to grow. Should there be serious performance concerns or if the administrator is under consideration of not being recommended for continued employment, a written narrative stating these issues should be made part of the meeting. Prior to the filing of a written report in an administrator's personnel file, the administrator will receive a copy and confer with his/her evaluator. An administrator may choose to supplement the progress report with comments of his/her own.

Self-Assessment – Administrator assesses practice on all 18 elements of CLS and submits their self-assessment to their evaluator by May 30th.

Summative Assessment – Preliminary summative assessment by June 30th to be finalized in August, following reporting of state standardized assessment data.

Experienced Administrators (More than Two Years in Woodbridge)

The Woodbridge Public Schools recognizes the importance of providing administrators with the types of support that enhance their opportunities for success.

Orientation - Administrators shall participate in an induction process by August 30th annually that includes an orientation to the philosophy, goals, policies, practices, and expectations of the Woodbridge School District and the Administrator Evaluation Plan. Depending on their specific assignment and professional knowledge, administrators will also have opportunities to interact with other instructional leaders to learn how various curricula, programs, and instructional strategies are linked to student learning outcomes.

Goal Setting - Administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice by September 30th.

Professional Learning Opportunities - Administrators will be encouraged and given opportunities to participate in professional learning activities, delivered both within the school district and by external professional organizations, especially those targeted at directly supporting and increasing student achievement and developing / enhancing leadership skills. High priority topics will include, but not be limited to, analysis of student work and achievement data, technology in the schools, and the teacher evaluation and growth plan.

Feedback - Evaluators will assure that feedback for administrators will be frequent and ongoing, formal and informal, and relevant to district goals and expectations.

Formal Observations - Administrators are formally observed by their evaluator(s) in order to validate successful performance, identify areas for professional learning and maintain accountability. These observations will be focused and site-based and occur at least two times per year. For example, evaluators may formally observe an administrator leading a team meeting, conducting a teacher observation conference, addressing a parent group, chairing a committee, supervising students, visiting classrooms. A formal observation would generally be for an average of 30 minutes. The formal observation process **may** involve pre-observation communication, the actual observation and post-

observation communication (report/conference). Evaluators may choose to observe at unscheduled times as well.

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Self-Assessment – Administrator assesses practice on all 18 elements of CLS and submits their self-assessment to their evaluator by May 30th.

Summative Assessment – Preliminary summative assessment by June 30th to be finalized in August, following reporting of state standardized assessment data

Arriving at a Leadership Practice Summative Rating (Applies to All Administrators)

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

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

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

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

exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the “Summative Rating Form,” (Appendix F)

Definition of Effectiveness/Ineffectiveness

New administrators (year 1 and 2 in Woodbridge) shall generally be deemed effective if said administrator receives at least two sequential *accomplished* ratings, one of which must be earned in the third year of the administrator’s career in Woodbridge. A *below standard* rating shall only be permitted in the first year of a the administrator’s career in Woodbridge, assuming a pattern of growth of *developing* in year two and an *accomplished* rating in year three. Superintendents shall offer a contract to any administrator he/she deems effective as defined above.

Experienced administrators shall generally be deemed effective if said administrator demonstrates a pattern of receiving *accomplished* or *exemplary* ratings beginning in the third year of employment in Woodbridge. Experienced Administrators shall generally be deemed ineffective if said administrator receives a *developing* or *below standard* rating in the third year of employment in Woodbridge or beyond.

Dispute Resolution Process

Should an administrator disagree with the evaluator’s assessment, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to any evaluation report identifying areas of concern and presenting the administrator’s perspective. However, observation and evaluation reports are not subject to the grievance procedure.

When the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and /or practice or the professional development plan, the issue in dispute will be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). The Superintendent and Woodbridge Association of School Administrators, (WASA) will each select one representative from the PDEC to constitute the sub committee, as well as a neutral party, as mutually agreed upon between the Superintendent and WASA. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision is binding.

Individual Administrator Improvement and Remediation

New Administrators

New administrators receive assistance, support and feedback beginning very early in their assignments. However, at any point during the school year, if an evaluator determines that a new administrator's performance is less than satisfactory in one or more areas such that it may result in non-renewal, these concerns will be promptly discussed with that administrator at a formal meeting. The administrator will be notified of the purpose of the meeting in writing. The administrator may choose to have a non-participating colleague present. At that meeting, areas of concern will be discussed and a plan for improved performance will be developed. An individual who has relevant expertise and experience, but who is not the administrator's evaluator, may be identified to offer support as defined in the Plan of Assistance. Issues discussed at the meeting will be summarized in writing by the evaluator and a copy will be given to the administrator.

The evaluator will advise the administrator that if improvement is insufficient, continued employment for the following year might be in jeopardy. During the first 90 days of employment, newly hired administrators are considered probationary employees. In serious cases, immediate termination may be considered during that timeframe.

The evaluator may determine that expectations for improved performance were not met and that there is no reasonable basis for extending the timeframe or revising the plan of assistance. In this case, the district will schedule a meeting prior to April 1 to discuss separation from the position. The meeting will be scheduled with advance notification to enable the teacher to have a WASA representative present if desired.

Experienced Administrators

While length of service typically indicates that an administrator has performed satisfactorily and has demonstrated competence in the major areas of the profession, it is recognized that circumstances may arise in which an administrator's performance does not meet one or more of the Common Core of Leading; Connecticut School Leadership Standards or a locally established measure of accountability. A lapse in judgment may also be a triggering event. At any point during the school year, if the Superintendent determines that an administrator's performance is less than satisfactory in one or more areas, these concerns will be promptly discussed with the administrator. The administrator will be notified of the purpose of the meeting in writing. The administrator may choose to have a non-participating colleague present. Issues discussed at the meeting will be summarized in writing for all participants.

Structured Assistance Plan for Experienced Administrators

For experienced administrators identified as requiring additional support, the evaluator will (in writing):

1. Identify the area(s) of concern or deficiency, referring to relevant observations and/or data that describe and document these areas.
2. Clearly express expectations for improved performance.
3. Outline a plan for improvement that identifies appropriate resources and help to assist the administrator to improve performance.
4. Help identify a qualified colleague as a peer support (if appropriate). This colleague would not be the evaluator.
5. Establish a monitoring system that may include a specific number of observations, conferences, and/or other appropriate measures.
6. Provide a reasonable and specific time period in which improvement must be made and a review completed. Depending upon the concerns, this time frame may range from one to ten months.

Structured Assistance- Assessment of Progress

At the conclusion of a reasonable time period established by the evaluator for performance improvement, the evaluator will provide the administrator with a formal written assessment, which contains:

1. A record of suggestions, coaching and/or other assistance provided.
2. A record of the observations/data and/or conferences held to monitor performance.
3. An assessment of performance in the area(s) of identified concern or deficiency.
4. A clear statement of the status of the concern, i.e., resolved or in need of further action.
5. Should the concern persist, the following options may be considered:
 - a) An extension of the terms and time limits of the existing plan.
 - b) Revision of the assistance plan to include other strategies and support.
 - c) Other administrative actions up to and including termination of employment.

A copy of any written assessment will be given to the administrator, one will be kept by the evaluator and the original will be forwarded to the employee's personnel record. The administrator has the right to review the written assessment before it is filed and may attach written comments. The administrator may have collegial representation at all evaluation conferences if desired and requested.

If the administrator meets expectations successfully, his/her evaluation would resume as described under the cycle for administrators new to Woodbridge.

If the evaluator determined that expectations for improved performance were not met and that there was no reasonable basis for extending the timeframe or revising the plan of assistance, the evaluator will schedule a meeting to discuss separation from the position. The meeting will be scheduled with advance notification to enable the teacher to have a non-participating colleague present if desired.

Confidentiality

All evaluative reports are strictly confidential. The evaluator and the administrator are expected to sign one copy of the evaluation report, which will be placed in his/her personnel file.

Evaluation Based Professional Learning

Administrators must be familiar with the expectations of the Woodbridge School District, *Connecticut Leadership Standards* and the *Code of Professional Responsibility*, standards that they must strive to meet and exceed. In addition, administrators are provided with opportunities to attend conferences and workshops, collaborate on district committees, and serve on project teams.

Woodbridge School District shall provide professional learning opportunities for administrators, pursuant to the subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified by the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the result of stakeholder feedback and include the provision of useful and timely feedback and improvement opportunities

Career Development and Growth

The Woodbridge School District must provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include but are not limited to: observation of peers; mentoring/coaching/early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading

Professional Learning Communities for their peers; differentiated career pathways; and, targeted professional learning based on areas of need.

Woodbridge School District
Administrator Evaluation and Professional Learning Plan Committee
2013
revised 2015



Gaeton F. Stella, Ph.D.
Sheila Haverkamp
Gina M. Prisco
Nancy White

Superintendent
Special Services Director
Principal
Assistant Principal

Woodbridge School District
Administrator Evaluation and Professional Learning Plan

Appendices

Appendix A: Common Core of Leading: Connecticut School Leadership Standards

Overview of Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

- Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.
- Element B. Shared Commitments to Implement the Vision, Mission, and Goals:
 - Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.
- Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the mission, vision and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

- Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.
- Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.
- Element C. Assessment and Accountability:
 - Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

- Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.
- Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

- Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.
- Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.
- Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

- Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.
- Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.
- Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

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

- Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.
- Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.
- Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:

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

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

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

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

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

Element A: High Expectations for All

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

The Leader...

Indicator	Below Standard	Developing	Accomplished
<i>1. Information & analysis shape vision, mission and goals</i>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.
<i>2. Alignment to policies</i>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.
<i>3. Diverse perspectives, collaboration, and effective learning</i>	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. develops a vision, mission and goals that set high expectations for most students.	incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.

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

²**Staff:** all educators and non-certified staff ³**Stakeholders:** a person, group or organization with an interest in education

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

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

The Leader...

Indicator	Below Standard	Developing	Accomplished	Exemplary
<p><i>1. Shared understandings guide decisions & evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.</p>	<p>engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</p>
<p><i>2 and 3 combined—Communicates vision; Advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<p>publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>

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

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

Element A: Strong Professional Culture

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

The Leader...

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

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

²**Faculty:** certified school faculty

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

Element B: Curriculum and Instruction

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

The Leader...

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

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

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

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

Element C: Assessment and Accountability

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

The Leader...

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

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

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

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

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

The Leader...

Indicator	Below Standard	Developing	Accomplished	Exemplary
1. <i>Safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. <i>Positive school climate for learning</i>	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate. plans to develop a school climate focused on learning and social/emotional safety.	advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	supports ongoing collaboration from staff and community to review and strengthen a positive school climate. develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. <i>Community norms for learning</i>	uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.	builds ownership for all staff, community and students to develop and review community norms for accountable behavior. students, staff and parents all hold themselves and each other accountable for following the established norms.

Element B: Operational Systems

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

The Leader...

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

Element C: Fiscal and Human Resources

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

The Leader...

Indicator	Below Standard	Developing	Accomplished	Exemplary
<p><i>1 and 2 combined – Aligns resources to goals</i></p>	<p>operates a budget that does not align with district or state guidelines.</p> <p>allocates resources that are not aligned to school goals.</p>	<p>develops and operates a budget within fiscal guidelines.</p> <p>aligns resources to school goals and to strengthening professional practice.</p>	<p>develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</p> <p>seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</p>	<p>works with community to secure necessary funds to support school goals.</p> <p>aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>
<p><i>3. Recruits and retains staff</i></p>	<p>uses hiring processes that involve few recruiting sources.</p> <p>provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>reviews and improves processes for recruiting and selecting staff.</p> <p>provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p>implements practices to recruit, support and retain highly qualified staff.</p>	<p>involves all stakeholders in processes to recruit, select and support effective new staff.</p> <p>implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>
<p><i>4. Conducts staff evaluations</i></p>	<p>does not consistently implement district/state evaluation processes.</p> <p>evaluation results are not used to improve teaching and learning.</p>	<p>prioritizes and completes staff evaluation processes.</p> <p>is beginning to connect evaluation process and results to professional learning.</p>	<p>conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</p>	<p>coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>works with staff to connect evaluation processes to professional learning and instructional improvement.</p>

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

The Leader...

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

Element B: Community Interests and Needs

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

The Leader...

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

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

Element C: Community Resources

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	Below Standard	Developing	Accomplished	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. <i>Equity and Social Justice¹</i>	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> • removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. • promotes social justice by ensuring all students have access to educational opportunities.
4. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> • builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

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

Element B: Personal Values and Beliefs

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

The Leader...

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

Element C: High Standards for Self and Others

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

The Leader...

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

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

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

The Leader...

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

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

Appendix C: Examples of Evidence for Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission and Goals

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

ELEMENT A: High Expectations for All

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

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

EXAMPLES OF EVIDENCE

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

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

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

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

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

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

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

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

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

ELEMENT A: Strong Professional Culture

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

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

ELEMENT B: Curriculum and Instruction

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

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

ELEMENT C: Assessment and Accountability

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

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

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

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

Element B: Operational Systems

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

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

Element C: Fiscal and Human Resources

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

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

Element B: Community Interests and Needs

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

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

Element C: Community Resources

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

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

Element B: Personal Values and Beliefs:

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

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

Element C: High Standards for Self and Others.

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

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

Element B: The Educational Policy Environment

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

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

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

Appendix D: Examples of Indicators, Goals and SLOs

Grade level	Indicator of Academic Growth and Development	Goal	SLO
2nd Grade	Students making at least one year's worth of growth in reading	Among 2nd graders who stay in my school from September to May, 80% will make at least one year's growth in their reading skills.	MAP (NWEA)
Elementary Science	Student demonstrating understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry.	5th grade CMT

Appendix E: Examples of Survey Applications

Example #1:

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

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

Example #2:

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

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

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

Appendix F: Administrator Evaluation/Sample Summative Rating Form

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA.

Administrator Name

Evaluator's Name

School

PRACTICE RATING				
Performance Expectations and Elements	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: Leadership Practice Rating (Decision Rule 1)				
Stakeholder Feedback	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
Target 1				
	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Stakeholder Feedback Rating (Decision Rule 2)				
USE DECISION RULE 3 TO COMPLETE THE OVERALL PRACTICE RATING BELOW				
	Exemplary (4)	Accomplished(3)	Developing (2)	Below Standard (1)
OVERALL PRACTICE RATING				

OUTCOME RATING				
State Assessment Results	>3.5	2.5 – 3.5	1.5 – 2.4	<1.5
Score				
	Exemplary (4)	Accomplished(3)	Developing (2)	Below Standard (1)
State Assessment Rating (Decision Rule 4)				
Student Learning Objectives	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
SLO 1				
SLO 2				
SLO 3				
	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Student Learning Objectives Rating (Decision Rule 5)				
	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Overall Student Learning (Decision Rule 6)				
Teacher Effectiveness Rating (Decision Rule 7)	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Rating				
USE DECISION RULE 8 TO COMPLETE THE OVERALL OUTCOMES RATING BELOW				
	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
OVERALL OUTCOMES RATING				

DECISION RULES

Leadership Practice Rating	See decision rule 1
Stakeholder Feedback Rating	See decision rule 2
Overall PRACTICE Rating	See decision rule 3
State Assessment Rating	See decision rule 4
Student Learning Objectives Rating	See decision rule 5
Overall STUDENT LEARNING Rating	See decision rule 6
Teacher Effectiveness Rating	See decision rule 7
Overall OUTCOMES Rating	See decision rule 8

DECISION RULE 1: LEADERSHIP PRACTICE

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and learning Exemplary on at least 2 other performance expectations No rating below Accomplished on any performance expectation	At least Accomplished on Teaching and learning At least Accomplished on at least 3 other performance expectations No rating below Developing on any performance expectation	At least Developing on Teaching and Learning At least Developing at least 3 other performance expectations	Below Standard on Teaching and learning or Below Standard on at least 3 other performance expectations

DECISION RULE 2: STAKEHOLDER FEEDBACK

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Substantial exceeding target	Met target	Made substantial progress but did	Made little or no progress against target

DECISION RULE 3: OVERALL PRACTICE RATING

If the Stakeholder Feedback Rating is	Then the Overall Practice Rating is:
Exemplary (4)	Leadership Practice rating plus 1
Accomplished (3) or Developing (2)	Leadership Practice rating
Below Standard (1)	Leadership Practice rating minus 1

DECISION RULE 4: STATE ASSESSMENTS

State Assessment results (Score derived from SPI rating and Progress for All Students and Subgroups)			
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Greater than 3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

DECISION RULE 5: STUDENT LEARNING OBJECTIVES (SLOs)

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Met all 3 SLO and substantially exceeded at least 2 SLOs	Met 2 SLOs and made substantial progress on the 3rd	Met 1 SLO and made substantial progress on at least 1 other	Met 0 SLOs or met 1 SLO and did not make substantial progress on either of the other 2

DECISION RULE 6: OVERALL STUDENT LEARNING

		STATE ASSESSMENT PORTION			
		Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Locally-Determined Portion	Exemplary (4)	Exemplary (4)	Exemplary (4)	Accomplished (3)	<i>Gather further information</i>
	Accomplished (3)	Exemplary (4)	Accomplished (3)	Accomplished (3)	Developing (2)
	Developing (2)	Accomplished (3)	Accomplished (3)	Developing (2)	Below Standard (1)
	Below Standard (1)	<i>Gather further information</i>	Developing (2)	Below Standard (1)	Below Standard (1)

DECISION RULE 7: TEACHER EFFECTIVENESS

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

DECISION RULE 8: OVERALL OUTCOMES RATING

If the Teacher Effectiveness rating is:	Then the overall Outcomes rating is:
Exemplary (4)	Student Learning rating plus 1
Accomplished (3) or Developing (2)	Student Learning rating
Below Standard (1)	Student Learning rating minus 1

Overall Summative Rating	Overall Practice Rating			
	4	3	2	1
4	Rate Exemplary	Rate Exemplary	Rate Accomplished	<i>Gather further information</i>
3	Rate Exemplary	Rate Accomplished	Rate Accomplished	<i>Gather further information</i>
2	Rate Accomplished	Rate Developing	Rate Developing	Rate Below Standard
1	<i>Gather further information</i>	Rate Below Standard	Rate Below Standard	Rate Below Standard

Appendix G: Connecticut's Measures of Student Academic Learning

Measure	Definition
School Performance Index (SPI)	<p>The SPI is a measure of student achievement on Connecticut's standardized assessments – the CMT and CAPT. For each subject tested – mathematics, reading, writing and science – Connecticut reports performance for five achievement levels: Below Basic (BB), Basic (B), Proficient (P), Goal (G) and Advanced (A). For each student, the state calculates an Individual Performance Index (IPI), which represents performance across all tested subjects. The SPI is a compilation of the IPIs for all students in a school. The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level across all subjects and 100 indicates that all students scored at the Goal or Advanced level.</p>
Connecticut Mastery Test (CMT)	<p>The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.</p>
Connecticut Academic Performance Test (CAPT)	<p>The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.</p>
Subgroups	<p>ELLs, students with disabilities, black students, Hispanic students and students eligible for free or reduced price lunch.</p>

Appendix H: Sample State Assessment Ratings

A SCHOOL WITH AN SPI OF 88 OR GREATER:

Measure	Score Description	Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	No target because of high performance	4	0.1	0.4
SPI progress for student subgroups	Meets target for 3 of 4 subgroups	3	0.4	1.2
SPI rating	90	4	0.1	0.4
SPI rating for student subgroups	Gap between the “all students” group and one subgroup is 12	2	0.4	0.8
Score:				2.8
Rating				Accomplished

A SCHOOL WITH AN SPI BETWEEN 88 AND 64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 4 out of 5 subgroups	3	0.5	1.5
SPI rating	75	2	0	0
SPI rating for student subgroups	Gap between the “all students” group and all subgroups is <10	4	0	0
Score:				3
Rating				Accomplished

A SCHOOL WITH AN SPI < 64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 2 of 3 subgroups	3	0.5	1.5
SPI rating	60	1	0	0
SPI rating for student subgroups	Gap between the “all students” group and one subgroup is 11	1	0	0
Score:				3
Rating				Accomplished

Appendix I: Administrator Evaluation Plan

**WOODBRIAGE SCHOOL DISTRICT
ADMINISTRATOR EVALUATION PLAN**

Administrator Name

Evaluator's Name

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals (3 SLOs and 1 Survey)	Leadership Practice Focus Areas (2)	Strategies	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes

SAMPLE EVALUATION PLAN

Administrator Name

Evaluator's Name

School

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

DO YOU HAVE A GOOD EVALUATION PLAN?

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

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

Building on the sample evaluation plan, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where the Administrator is present
- Communications to Parents and Community
- Conversations with Staff
- Conversations with Students
- Conversations with Families
- Further, the evaluator should establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits may be planned at 2-to 3-month intervals.

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