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Connecticut Leader Evaluation and Support Rubric 2017

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Introduction

History

Connecticut’s first leadership standards were formally adopted in 1999 and after 12 years of use were revised based on the national Interstate School Leadership Licensure Consortium (ISLLC) Standards. The Common Core of Leading-Connecticut School Leadership Standards (CCL-CSLS), adopted by the Connecticut State Department of Education in 2012, currently serves as the foundation for a variety of state functions, including leadership preparation program accreditation, licensure assessment, and administrator evaluation and support throughout an administrator’s professional career. The CCL-CSLS identifies six performance expectations that describe the knowledge, skills, and dispositions necessary in key areas of leadership practice.

In accordance with the Connecticut Guidelines for Educator Evaluation, the Leader Evaluation Rubric was developed to describe the indicators of leadership practice within the six performance expectations of the CCL-CSLS in a standards-based rubric with ratings across four performance levels. The Leader Evaluation Rubric established a common language to operationalize the six performance expectations as well as to guide professional conversations about leadership practice. The tool was well received as it promoted continuous improvement of school and district leaders; however, feedback from the field indicated the need to revise the rubric in order to remove redundancies and make it more manageable.

In February 2015, the Connecticut State Department of Education (CSDE) convened a Leader Validation Rubric Committee to begin phase one of a validation study of the Leader Evaluation Rubric. The committee included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. Their process began by reviewing work that was currently in progress by other organizations, as well as research into rubrics used nationally. What resulted from this intensive process is the CT Leader Evaluation and Support Rubric 2015.

Validation Process

The CT Leader Evaluation and Support Rubric 2015 has been in use in many school districts or Local Educational Agencies (LEAs) since its release in 2015. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from administrators and their evaluators using the rubric and to facilitate data collection activities during the 2016–17 academic year. These activities included:

Fairness Review—Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to administrators of all grade levels and their evaluators content areas, and assignments.

Surveys—Administrators and their evaluators in districts using the CT Leader Evaluation and Support Rubric 2015 participated in an electronic survey to quantitatively and qualitatively evaluate the CT Leader Evaluation and Support Rubric 2015 at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2014–15 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the CT Leader Evaluation and Support Rubric 2015. The CT Leader Evaluation and Support Rubric 2017 is the result of this validation process.

As with any tool for the observation of educator performance and practice, the CT Leader Evaluation and Support Rubric 2017 is offered as an option for use as part of a district’s evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC).

Structure of the CT Leader Evaluation and Support Rubric 2017

The CT Leader Evaluation and Support Rubric 2017 is organized into four domains and addresses leadership practices from each of the six performance expectations of the CCL-CSLS. The four domains are as follows: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. While the CT Leader Evaluation and Support Rubric 2017 is one option to use in the evaluation and support of administrators, the CCL-CSLS still remain as Connecticut’s leadership standards and apply to all Connecticut administrators. Please note that in the progression of practice across four levels of performance that the performances described in the Exemplary column are in addition to the performances described in the Proficient column. The CT Leader Evaluation and Support Rubric 2017 also includes Potential Sources of Evidence. Each administrator and his or her evaluator are encouraged to discuss which sources of evidence would provide the most useful information about the administrator’s performance and practice during the goal-setting process. The list of sources provided is not intended to be all inclusive but serves as an illustrative sampling.

Initial responses to the revised CT Leader Evaluation and Support Rubric 2017 praise the emphasis on a leader’s role in the following key areas: the alignment of school and district improvement processes; recruitment, development, and retention of an effective
and diverse workforce; commitment to equitable and ethical practices; and investment in building the capacity of others to expand and exhibit their leadership potential.

**Training and Calibration**

The *CT Leader Evaluation and Support Rubric 2017* may be used by evaluators who have been trained in conducting effective observations and providing high-quality feedback. CSDE-sponsored trainings include training focused on the use of the *CT Leader Evaluation and Support Rubric 2017*, as well as on the administrator evaluation and support model as a whole. Accurate and reliable evaluation of administrator performance and practice based on the domains, indicators and attributes of the *CT Leader Evaluation and Support Rubric 2017* can only be achieved through training, experience and professional judgement. To ensure consistent and fair evaluations across different observers and settings, evaluators need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of effective leadership practice will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer an opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CT Leader Evaluation and Support Rubric 2017* and ensure evaluators can accurately measure leadership practice as described in the indicators within the rubric.
Comparison of *CT Leader Evaluation Rubric and CT Leader Evaluation and Support Rubric 2017*

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized into four domains and renamed to capture the most essential skills of a leader.

<table>
<thead>
<tr>
<th>CT Leader Evaluation Rubric</th>
<th>CT Leader Evaluation and Support Rubric 2017</th>
</tr>
</thead>
</table>
| **Performance Expectation 1: Vision, Mission and Goals:**  
  Element A: High Expectations for All  
  Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals  
  Element C: Continuous Improvement toward the Vision, Mission and Goals | **Domain 1: Instructional Leadership**  
  Indicator 1.1 Shared Vision, Mission and Goals  
  Indicator 1.2 Curriculum, Instruction and Assessment  
  Indicator 1.3 Continuous Improvement |
| **Performance Expectation 2: Teaching and Learning**  
  Element A: Strong Professional Culture  
  Element B: Curriculum and Instruction  
  Element C: Assessment and Accountability | **Domain 2: Talent Management**  
  Indicator 2.1 Recruitment, Selection and Retention  
  Indicator 2.2 Professional Learning  
  Indicator 2.3 Observation and Performance Evaluation |
| **Performance Expectation 3: Organizational Systems and Safety**  
  Element A: Welfare and Safety of Students, Faculty and Staff  
  Element B: Operational Systems  
  Element C: Fiscal and Human Resources | **Domain 3: Organizational Systems**  
  Indicator 3.1 Operational Management  
  Indicator 3.2 Resource Management |
| **Performance Expectation 4: Families and Stakeholders**  
  Element A: Collaboration with Families and Community Members  
  Element B: Community Interests and Needs  
  Element C: Community Resources | **Domain 4: Culture and Climate**  
  Indicator 4.1 Family, Community and Stakeholder Engagement  
  Indicator 4.2 School Culture and Climate  
  Indicator 4.3 Equitable and Ethical Practice |
| **Performance Expectation 5: Ethics and Integrity**  
  Element A: Ethical and Legal Standards of the Profession  
  Element B: Personal Values and Beliefs  
  Element C: High Standards for Self and Others | |
| **Performance Expectation 6: The Education System**  
  Element A: Professional Influence  
  Element B: The Educational Policy Environment  
  Element C: Policy Engagement | |
## Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

## Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district’s vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

## Domain 3: Organizational Systems

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

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

## Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.
## Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

### 1.1 Shared Vision, Mission and Goals

Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

<table>
<thead>
<tr>
<th>Key Areas of Leadership Practice</th>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>High expectations for students</td>
<td>Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.</td>
<td>Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.</td>
<td>Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/ or college- and career-readiness, for all students.</td>
<td>Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.</td>
</tr>
<tr>
<td>School/District Improvement Plan (SIP/DIP)</td>
<td>Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the SIP/DIP or does not apply best practices of instruction and organization.</td>
<td>Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the DIP or does not apply best practices of instruction and organization.</td>
<td>Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.</td>
<td>Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.</td>
</tr>
<tr>
<td>Stakeholder engagement</td>
<td>Minimally engages with stakeholders about the school or district’s vision, mission and goals.</td>
<td>Engages stakeholders to develop, implement and sustain the school or district’s vision, mission and goals.</td>
<td>Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.</td>
<td>Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.</td>
</tr>
</tbody>
</table>

### Potential Sources of Evidence

- School vision and mission statement
- Faculty meeting agendas, minutes, observations
- Parent group agenda, minutes, observations
- Student, parent, staff surveys
- Professional learning plan, content, feedback
- School or district improvement plan
- Student learning data
- Educator evaluation data
- Communications (including social media, website, newsletters, public appearances, etc.)
- School functions and activities
- Survey data
- Implementation of policies on bullying or stakeholder engagement
- Implementation of policies on stakeholder engagement
- Presence of IEPs or 504 plans; implementation for special education staff
- Evidence of vertical teaming for curriculum staff
- Evidence of intra- or inter-building communication and cooperation
- School or district community collaborations
- Use and organization of community or parent volunteers
- Various team and committee meeting agendas, minutes, observations
- Data tracking parental involvement
- PBIS implementation
- Parent handbook
- Use of interdistrict resources and professional learning cooperative designs
## Domain 1: Instructional Leadership

*Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.*

### 1.2 Curriculum, Instruction and Assessment

Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

<table>
<thead>
<tr>
<th></th>
<th>BELOW STANDARD</th>
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<th>POTENTIAL SOURCES OF EVIDENCE</th>
</tr>
</thead>
</table>
| **Curriculum development** | Few or no processes are established to implement and/or evaluate curriculum and instruction. | Establishes inconsistent processes to implement and/or evaluate curriculum and instruction. | Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. | Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings. | • Professional development sessions  
• Educator evaluation data  
• Student learning data (formative and summative)  
• Data team agendas, minutes, observations  
• School or district improvement plan  
• Curriculum guides  
• Lesson plans  
• Faculty meeting agendas, minutes, observations  
• Teacher formative assessments  
• Student learning goals or objectives and indicators of academic growth and development (IAGDs) |
| **Instructional strategies and practices** | Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students. | Promotes evidence-based instructional strategies and practices that address the diverse needs of students. | Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students. | Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students. |                                                                                                     |
| **Assessment practices** | Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions. | Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions. | Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions. | Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions. |                                                                                                     |

1. **Diverse student needs**: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.
**Domain 1: Instructional Leadership**

*Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.*

<table>
<thead>
<tr>
<th>KEY AREAS OF LEADERSHIP PRACTICE</th>
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</thead>
</table>
| Data-driven decision-making      | Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs. | Uses some data to guide ongoing decision-making to address student and/or adult learning needs. | Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals. | Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals. | • School or district improvement plan  
• Leadership team agendas, minutes, observations  
• Faculty or departmental meeting agendas, minutes, observations  
• Professional development plan  
• Data team schedule, processes and minutes  
• Data team agendas, minutes, observations  
• Educator evaluation data, including informal or formal observations  
• Student intervention data  
• Parent group agenda, minutes, observations  
• School governance council agendas, minutes, observations |
| Analysis of instruction          | Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students. | Guides individual staff to examine and adjust instruction to meet the diverse needs of students. | Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students. | Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes. | |
| Solution-focused leadership      | Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement. | Attempts to solve schoolwide or districtwide challenges related to student success and achievement. | Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement. | Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement. | |

2. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.
## Domain 2: Talent Management

*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.*

### Domain 2.1 Recruitment, Selection and Retention

Recruits, selects, supports and retains effective educators needed to implement the school or district’s vision, mission and goals.

<table>
<thead>
<tr>
<th></th>
<th>BELOW STANDARD</th>
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<th>PROFICIENT</th>
<th>EXEMPLARY</th>
<th>POTENTIAL SOURCES OF EVIDENCE</th>
</tr>
</thead>
</table>
| Recruitment, selection and retention practices<sup>3</sup> | Does not have or apply recruitment, selection and retention strategy or provide support for retention. | Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school’s or district’s vision, mission and goals. | Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school’s or district’s vision, mission and goals, and according to district policies and procedures. | Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school’s or district’s vision, mission and goals; influences district’s policies and procedures. | - School or district improvement plans  
- Educator evaluation data  
- Application materials and interviews  
- Personnel records  
- Leadership team agendas, minutes, observations  
- Professional development sessions  
- ED 163  
- Climate survey  
- Retention data  
- Faculty or departmental meeting agendas, minutes, observations |

| Evidence-based personnel decisions | Does not consider evidence as a requirement for recruitment, selection and/or retention decisions. | Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions. | Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions. | Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions. | - School or district improvement plans  
- Educator evaluation data  
- Application materials and interviews  
- Personnel records  
- Leadership team agendas, minutes, observations  
- Professional development sessions  
- ED 163  
- Climate survey  
- Retention data  
- Faculty or departmental meeting agendas, minutes, observations |

| Cultivation of positive, trusting staff relationships | Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention. | Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff. | Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff. | Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff. | - School or district improvement plans  
- Educator evaluation data  
- Application materials and interviews  
- Personnel records  
- Leadership team agendas, minutes, observations  
- Professional development sessions  
- ED 163  
- Climate survey  
- Retention data  
- Faculty or departmental meeting agendas, minutes, observations |

| Supporting early career teachers | Provides little or no support for early career teachers. | Identifies general needs and provides inconsistent support to meet the general needs of early career teachers. | Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers. | Builds capacity of staff to provide high-quality, differentiated support for early career teachers. | - School or district improvement plans  
- Educator evaluation data  
- Application materials and interviews  
- Personnel records  
- Leadership team agendas, minutes, observations  
- Professional development sessions  
- ED 163  
- Climate survey  
- Retention data  
- Faculty or departmental meeting agendas, minutes, observations |

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<sup>3</sup> If responsibilities do not include directly recruiting and selecting, then emphasize support for retention.

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### Domain 2: Talent Management

_**Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.**_

#### 2.2 Professional Learning

Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission and goals.

<table>
<thead>
<tr>
<th>KEY AREAS OF LEADERSHIP PRACTICE</th>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning system</td>
<td>Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.</td>
<td>Establishes or supports professional learning opportunities that address individuals’ needs to improve practice.</td>
<td>Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district’s vision, mission and goals.</td>
<td>Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.</td>
</tr>
<tr>
<td>Reflective practice and professional growth</td>
<td>Does not use evidence to promote reflection or determine professional development needs.</td>
<td>In some instances, uses limited evidence that may or may not promote reflection to determine professional development needs and provide professional learning opportunities.</td>
<td>Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.</td>
<td>Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.</td>
</tr>
<tr>
<td>Resources for high-quality professional learning</td>
<td>Provides minimal support, time or resources for professional learning.</td>
<td>Provides limited conditions, including support, time or resources for professional learning that lead to some improvement in practice.</td>
<td>Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.</td>
<td>Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.</td>
</tr>
</tbody>
</table>

**POTENTIAL SOURCES OF EVIDENCE**

- School or district improvement plans
- Leadership team agendas, minutes, observations
- Professional learning plan
- Professional learning survey or feedback
- Educator evaluation data
## Domain 2: Talent Management

*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.*

### 2.3 Observation and Performance Evaluation

Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

<table>
<thead>
<tr>
<th>KEY AREAS OF LEADERSHIP PRACTICE</th>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
<th>POTENTIAL SOURCES OF EVIDENCE</th>
</tr>
</thead>
</table>
| Evidence-based evaluation strategies | Evaluates staff using evidence that is not aligned with educator performance standards. | Evaluates staff using evidence such as observation, review of artifacts, collegial dialogue or student-learning data that is minimally aligned to educator performance standards, which may result in improved teaching and learning. | Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning. | Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning. | • School or district improvement plan  
• Educator evaluation data  
• Student learning goals or objectives and indicators of academic growth and development (IAGDs)  
• Leadership team agendas, minutes, observations  
• Professional development sessions  
• Professional learning recommendations  
• Teacher mentorship or peer support programming |
| Feedback | Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results. | Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted. | Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning. | Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning. |
### Domain 3: Organizational Systems

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

#### 3.1 Operational Management

Strategically aligns organizational systems and resources to support student achievement and school improvement.

<table>
<thead>
<tr>
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</table>
| **Organizational systems**       | There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district. | Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district. | Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district. | Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district. | • Schedules  
• Student assistance team  
• Safe school climate committee  
• Leadership team agendas, minutes, observations  
• Instructional improvement committees  
• Professional development and evaluation committees (PDEC), or school-based equivalent  
• School conditions  
• Maintenance of facilities, playgrounds, equipment, etc.  
• Processes for arrival and dismissal  
• Safety procedures  
• Use of electronic systems for student or staff data and communication  
• Phone logs, bulletins, website  
• Use of social media |
| **School site safety and security** | Fails to respond to or comply with feedback regarding the school site safety and security plan.  
Does not enforce compliance with safety requirements.  
Fails to address physical plant maintenance or safety concerns. | Partially implements a school site safety and security plan.  
Reactively addresses safety requirements. Addresses physical plant maintenance, as needed. | Designs and implements a comprehensive school site safety and security plan.  
Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant. | Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner. | |
| **Communication and data systems** | Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.  
Fails to communicate information or data.  
Fails to develop and/or monitor staff with regard to data and/or progress monitoring over time. | Develops communication and data systems that provide information but is not always timely and/or accurate in doing so.  
Inconsistently develops and/or monitors the capacity of staff to document, monitor, and access student learning progress over time. | Develops or implements communication and data systems that assure the accurate and timely exchange of information.  
Develops capacity of staff to document and access student learning progress over time. | Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems.  
Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems. | |

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4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.
## Domain 3: Organizational Systems

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

### 3.2 Resource Management

Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

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<tr>
<td><strong>Budgeting</strong></td>
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</table>
| Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district’s vision, mission and goals. | Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations. | Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations. | Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible. | Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district. | • School or district budget documents or processes  
• School or district improvement plan  
• Leadership team agendas, minutes, observations  
• Parent group agenda, minutes, observations  
• School governance council agendas, minutes, observations  
• Technology plan |
| **Securing resources to support vision, mission and goals** |               |            |            |           |                                |
| Allocates resources in ways that do not promote educational equity for diverse student, family and staff needs. | Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs. | Allocates resources to ensure educational equity for all diverse student, family and staff needs. | Allocates resources to ensure educational equity for all diverse student, family and staff needs. | Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts. | Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs. |

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5. Educational equity: providing equitable resources to meet diverse student, family and staff needs
## Domain 4: Culture and Climate

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.*

### 4.1 Family, Community and Stakeholder Engagement

Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

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<tr>
<td><strong>Communications</strong></td>
<td>Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.</td>
<td>Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.</td>
<td>Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.</td>
<td>Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.</td>
</tr>
<tr>
<td><strong>Inclusive decision-making</strong></td>
<td>Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.</td>
<td>Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.</td>
<td>Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.</td>
<td>Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.</td>
</tr>
<tr>
<td><strong>Relationship building</strong></td>
<td>Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.</td>
<td>Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues.</td>
<td>Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.</td>
<td>Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.</td>
</tr>
<tr>
<td><strong>Cultural competence and community diversity</strong></td>
<td>Demonstrates limited awareness of cultural competence and community diversity as an educational asset.</td>
<td>Identifies some connections between cultural competence and community diversity that strengthen educational programs.</td>
<td>Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.</td>
<td>Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.</td>
</tr>
</tbody>
</table>

### POTENTIAL SOURCES OF EVIDENCE

- Communications (including social media, website, newsletters, public appearances, etc.)
- Feedback from climate survey
- Parent group agenda, minutes, observations
- Committee membership
- Participation in community groups (Rotary, Lions Club, etc.)
- Participation in professional organizations
- Community groups (United Way, etc.)
- School or district improvement plan
- Family resource centers or outreach programs
- School or district community collaborations
- Use and organization of community or parent volunteers
- Data on parental involvement
- PBIS implementation
- Parent handbook
- Use of interdistrict resources and professional learning cooperative designs

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6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student.

Cultural competence encompasses:
- An understanding of one’s own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community.
**Domain 4: Culture and Climate**

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.*

### 4.2 School Culture and Climate

Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

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<td><strong>Student conduct</strong></td>
<td>Establishes limited or unclear expectations for student conduct, provides unclear communication about expectations, and/or displays inconsistent implementation of standards of conduct.</td>
<td>Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.</td>
<td>Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.</td>
<td>Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.</td>
</tr>
<tr>
<td><strong>Professional conduct</strong></td>
<td>Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Administrators.</td>
<td>Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Administrators.</td>
<td>Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.</td>
<td>Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators.</td>
</tr>
<tr>
<td><strong>Positive school climate for learning</strong></td>
<td>Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.</td>
<td>Maintains a school climate focused on learning and the personal well-being of students.</td>
<td>Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.</td>
<td>Supports ongoing collaboration with staff and community to strengthen a positive school climate.</td>
</tr>
</tbody>
</table>

**POTENTIAL SOURCES OF EVIDENCE**

- Discipline data
- Student surveys
- Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.)
- Faculty or departmental meeting agendas, minutes, observations
- Observations of faculty
- Social media
- Educator evaluation data (professional responsibilities)
- Parent surveys
- Participation in parent meetings or school events
- Records of safety issues
- Collaboration with police and fire departments (minutes from meetings)
- Procedure manuals
- Emergency management drills
- Communication with parents and families
- Safe school climate committees
- Contingency plans
## Domain 4: Culture and Climate

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.*

### 4.3 Equitable and Ethical Practice

Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

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| Professional Responsibility and Ethics | Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. | Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Connecticut Code of Professional Responsibility for School Administrators, but may fail to apply it consistently. | Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. | Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness. | • Transparency of policies and procedures  
• Leadership team agendas, minutes, observations  
• Professional organizations or memberships  
• Feedback from colleagues, parents, community members  
• Educator evaluation data (professional responsibilities)  
• Faculty or staff handbook  
• Faculty or departmental meeting agendas, minutes, observations  
• Professional development  
• Use of technology  
• Technology plan or acceptable use policy  
• Social media efforts |
| Equity, cultural competence and social justice | Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice. | Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate. | Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate. | Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities. |  |
| Ethical use of technology | Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district’s vision, mission and goals. | Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school’s vision, mission and goals. | Holds self and others accountable for the ethical use of technology, including social media, to support the school or district’s vision, mission and goals. | Proactively addresses the potential benefits and hazards of technology and social media to support the school or district’s vision, mission and goals. |  |

Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.