



**EDUCATOR EVALUATION AND
SUPPORT PLAN
2015-2016**

May 18, 2015

MISSION

Regional School District 4, Chester, Deep River, and Essex
will initiate, support,
and facilitate partnerships,
collaborations and regional solutions
that are responsive to the
needs of all learners
through exemplary programs,
products and services

Acknowledgements

The schools of Chester, Deep River, Essex and Region 4 wish to thank the following people for their contributions in time, knowledge, expertise and sharing best practices in the development of this plan.

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OVERVIEW

The purpose of the Teacher/Administrator Evaluation and Support Program of the Chester, Deep River, Essex, and Region 4 Schools is to ensure quality instruction and promote growth and reflection among our professional staff. The teachers in the Chester, Deep River, Essex, and Region 4 Schools are well-educated and committed professionals who are current in their instructional practices. The supervision and evaluation program is focused on these strengths.

The Teacher Evaluation and Support Program is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and qualities articulated in the Common Core of Teaching (2010) for teacher evaluation, the Common Core of Leading-Connecticut's Leadership Standards (2012) for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.

Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the students' prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions. The standards of effective teaching and professional performance are developed to support teachers and evaluators as they work together to provide quality educational experiences for students. Effective teaching can be observed, described, and evaluated. It is the primary responsibility of the teacher to work toward continuous improvement in instruction and professional performance; it is the responsibility of the evaluator to assist and support in that effort. Reflection, collegial discussions, meaningful dialogue with evaluators and the support of professional workshops and literature are key components in supporting teachers as they work to improve teaching and learning in our schools.

UNDERSTANDINGS

- A. Evaluation is a cooperative effort requiring a constructive and personalized dialogue between the evaluator and the teacher.
- B. The goals and evaluations will adhere to the purpose, philosophy, and criteria identified in the Teacher Evaluation and Support Program as documented.
- C. The Superintendent, central office administrators, principals, or associate/assistant principals may evaluate a teacher using this process and criteria.

- D. In any year for teachers rated Proficient or above, if the evaluator becomes aware of a performance of teaching that is below the district standards of effective teaching he/she must initiate a formal evaluation process. If it is determined through the formal evaluation process, that the teacher is not meeting the standards, the evaluator must place the teacher on an Individualized Support and Assistance Plan to address the performance concerns. The teacher being evaluated shall be allowed to gather and provide additional information on his/her performance. Such information will be provided in no less than ten working days and must be considered by the evaluator during the development of the Individualized Support and Assistance Plan.
- E. The purpose of the Individualized Support and Assistance Plan is to improve instruction and provide the teacher with support to raise the level of teaching to meet the district standards of effective teaching. Any document that is part of the evaluation and is placed in his/her personnel file must contain an area to be signed by the teacher stating he/she has read the document before it is filed.
- F. The evaluation process shall be free of age, racial, sexual, religious, and other forms of discrimination and biases as defined in state and federal laws.
- G. All rights of the teacher relative to the grievance procedure in the contract will be observed throughout this process.

CORE VALUES AND BELIEFS

Teaching: **We believe** in high academic standards in an environment where all students are challenged, supported, and engaged.

Learning: **We believe** that all students can learn at high levels. Our attitudes, expectations, and effort directly impact student achievement and life-long learning.

Leadership: **We believe** that effective leadership exhibits all aspects of our mission and beliefs, and creates an environment of trust, cooperation, and understanding, where all members of the school community strive for continuous district-wide improvement.

Culture and Climate: **We believe** a safe and supportive learning environment requires a culture of collaboration, trust, open communication, tolerance, and respect for and among all stakeholders.

Community: **We value** every child and believe that it is the shared responsibility of the entire community to educate, support, and nurture each child. We should be held accountable for the results, for the resources provided, and for the accomplishment of our mission and goals.

The professional growth and evaluation process will increase student achievement and improve professional practices. It is based on the assumption that teachers, like students, must be continual learners and are motivated to examine and reflect upon their behavior in order to improve instruction. To that end, the Teacher/Administrator Evaluation and Support Program of the Chester, Deep River, Essex, and Region 4 Schools is based on our Strategic Goals developed in 2012.

- To ensure the continuous progress of each student by implementing a challenging curriculum with clearly stated benchmarks.
- To attract, retain, develop, and support the best possible staff for our schools.
- To build community support and involvement for the school system.
- To foster and sustain a climate of professionalism, trust, and high expectations that is collaborative, respectful, nurturing, and safe for all members of the school community.
- To promote, model, and implement the mission, vision, beliefs, goals, and improvement plans of the schools and the PK-12 district.

PHILOSOPHY

The philosophy of instructional excellence and evaluation in the Schools of Chester, Deep River, Essex, and Region 4 is based on professional teaching standards that consist of domains of skills, knowledge, and disposition articulated in the Common Core of Teaching (2010) for teacher evaluation, the Common Core of Leading-Connecticut's Leadership Standards (2012) for administrator evaluation, and the national standards for the evaluation of educators in pupil services.

The underlying premise is that supervision, evaluation, mentoring, and professional development in the areas of planning and preparation, classroom environment, instruction, and professional responsibility are essential in promoting improved student learning.

Trust and confidence promoted through conversation based on these key elements are essential in implementing and maintaining successful educational programs. A district-wide commitment is necessary for evaluation to be effective. Included in this commitment is an obligation to provide the necessary resources, time, and professional development activities, maintaining the belief that supervision, evaluation, professional development, and mentoring are part of a cooperative effort among the Board of Education, administration, and professional staff to achieve excellence in education for students.

The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument, the CCT Performance and Practice Continuum is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Chester, Deep River, Essex, and Regional School District 4 define effective teaching in accordance with the National Teaching Standards:

Effective teachers have high expectations for all students and help them learn, as demonstrated on value-added, test-based, or alternative measures.

Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade and graduation, self-efficacy, and cooperative behavior.

Effective teachers use diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, adapt instruction as needed, and evaluate learning using multiple sources of evidence.

Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.

Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure students' success, particularly the success of students with special needs and those at high risk of failure.

Chester, Deep River, Essex, and Regional School District 4 professional evaluation program takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Program also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS

1. Professionalize the Profession

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field.
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize excellence in teaching, administration, and exemplary contributions to Chester, Deep River, Essex, and Regional School District 4 schools and programs.
- Ensure that only high-quality professionals are selected for tenure in Chester, Deep River, Essex, and Regional School District 4 schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

2. Improve the quality and focus of observation and evaluation

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
 - Improve quantity and quality of feedback to those evaluated.

- Align evaluation findings with professional learning program and support systems.

3. Support organizational improvement through the Professional Learning and Evaluation Program

- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
- Provide educators with multiple avenues for pursuing professional learning.
- Integrate Chester, Deep River, Essex, and Regional School District 4 district resources to support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES

Definition of Teacher and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Chester, Deep River, Essex, and Regional School District 4 Boards of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

Responsibility for Evaluations

Administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:

- Teachers
- Social Workers
- Guidance Counselors
- Psychologists
- Speech Therapists
- Other Related Services Personnel

Roles and Responsibilities of Evaluators and Educators

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and educators share responsibilities for the following:

- The review and understanding of Connecticut's Common Core of Teaching 2014 (CCT).
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the CMT/CAPT Assessments (and Smarter Balanced Assessments, when available), as well as locally-developed curriculum standards. Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new knowledge about professional practice.

Evaluator Roles

- Participation in collaborative conferences with educators.
- Assistance with assessment of goals, student-learning indicators, learning activities developed and implemented by educators, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.
- Provide support for inquiry-based professional learning opportunities.

Educators Roles

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance.

IMPLEMENTATION AND MONITORING OF EDUCATOR EVALUATION AND SUPPORT PROGRAM

Training and Orientation of Teachers and Administrators

Each school year, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for

evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Chester, Deep River, Essex, and Regional School District 4 will be provided with copies of the Professional Learning and Evaluating Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Chester, Deep River, Essex, and Regional School District 4 Administration and/or Human Resource Offices.

New Educator Support and Induction

In the interest of supporting all educators, administration and staff will offer localized support to staff members new to district or building. A variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

Understanding of Chester, Deep River, Essex, and Regional School District 4 Professional Learning and Evaluation Program's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Chester, Deep River, Essex, and Regional School District 4 Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by Chester, Deep River, Essex, and Regional School District 4 Professional Development and Evaluation Committee in concert with district administration.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Program will be allocated annually and determined on a program-by-program basis.

DISPUTE RESOLUTION

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and educators.

The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed;
2. Adequate data has been gathered to support fair and accurate decisions.

The evaluator's competence shall not be the focus of a dispute. The resolution process shall be conducted in accordance with the law governing confidentiality.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an educator does not initiate the appeals procedure within five days of acknowledged receipt of evaluation materials, the educator shall be considered to have waived the right of appeal.

Procedures

1. Within five days of acknowledged receipt of evaluation materials, the educator must initiate the appeals procedure.
2. Within three days of initiating the appeals procedure, the educators will meet and discuss the matter with the evaluator with the objective of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions. The educator shall be entitled to Association representation at all levels of the process.
3. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and educators and shall meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision. The educator shall be entitled to Association representation at all levels of the process.

Failure of the educator at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

TEACHER EVALUATION PLAN

TEACHER EVALUATION PLAN

Overview

Chester, Deep River, Essex, and Regional School District 4 Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Program as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among Chester, Deep River, Essex, and Regional School District 4 schools and programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation, and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Individualized Support and Assistance (ISA), for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Chester, Deep River, Essex, and Regional School District 4 Professional Learning and Evaluation Program are defined using the four domains and their indicators of the Common Core of Teaching Rubric (CCT, 2014). The CCT Rubric articulates components of teaching and establishes designations of levels of practice, including: Below Standard; Developing; Proficient; Exemplary. The CCT (2014) is provided in Appendix A of this document.

Core Requirements of the Evaluation Program

Chester, Deep River, Essex, and Regional School District 4 Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is a description of the processes and components of Chester, Deep River, Essex, and Regional School District 4 program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

**Chester, Deep River, Essex and Region 4 Schools
Educator Evaluation and Support Plan Outline**

	<u>EDUCATOR PRACTICE-RELATED INDICATORS</u> Accounts for 50% of Summative Rating		<u>STUDENT-RELATED INDICATORS</u> Accounts for 50% of Summative Rating	
<i>PERCENTAGE IN THE SUMMATIVE RATING</i>	40%	10%	45%	5%
<i>CATEGORY</i>	OBSERVATION OF EDUCATOR PERFORMANCE AND PRACTICE	STAKEHOLDER FEEDBACK	STUDENT LEARNING OBJECTIVES	WHOLE SCHOOL MEASURE OF STUDENT LEARNING
<i>TEACHER GOALS</i>	Educator Performance and Practice Goal	Stakeholder Feedback Goal	<p>Minimum of 2 SMART goals:</p> <ul style="list-style-type: none"> • Standardized SMART goal (comprises 22.5% of teacher’s evaluation rating): For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results of student achievement on the appropriate state test and other standardized assessments where available. <ul style="list-style-type: none"> ▪ Teachers in non-tested grades and subjects may establish common SMART goals based on student learning needs and targets revealed in aggregate data from state tests or other standardized assessments where available 	Whole School Learning Indicator (school target)

			<ul style="list-style-type: none"> • Non-standardized SMART goal (comprises 22.5% of teachers evaluation rating): Sources for the development of SMART goals based on non-standardized indicators may include: <ul style="list-style-type: none"> ▪ District Benchmark Assessments of student achievement. ▪ Other curricular benchmark assessments ▪ Student portfolios of examples of work in content areas, collected over time and reviewed annually. • SMART goals for <u>all</u> certified personnel must demonstrate alignment with school-wide student achievement priorities. 	
SOURCE OF TEACHER GOALS	Based on prior observational evidence and performance	Linked to the school goals related to Parent Survey results	Standardized/district-approved or other agreed upon assessments	Aggregate of Administrators 45% A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating.
EVIDENCE	<ul style="list-style-type: none"> • Observation by evaluator • Evidence of progress toward goal 	Evidence of progress toward goal	<ul style="list-style-type: none"> • Evidence of progress towards goals • Data from assessments 	Aggregate of Administrators 45% This will be based on the school performance index (SPI) and the administrator's progress on SMART Goal targets, which correlates to the Student Learning rating on an administrator's evaluation.

PROCESS AND TIMELINE

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

1. Orientation – by September 15:

- To begin the annual evaluation process, evaluators meet with teachers, in a group and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher performance and practice goals, SMART goals related to student outcomes and achievement, and whole-school indicators of student learning. Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

2. Goal-setting Conference – by November 15:

- **Teacher Reflection** – In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), prior year evaluation and survey results, previous professional learning goals, and the Connecticut Common Core of Teaching (CCT). First-year teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals. The teacher will draft the following goals: a) two SMART Goals to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation; b) a performance and practice goal(s), based on data from teacher reflection and evaluator observations; and c) a goal aligned with a whole-school goal determined by the school administrator based on a stakeholder feedback goal, and d) a goal based on whole school indicators of student learning for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
- **Goal-setting conference** – No later than November 15 of the school year, the administrator and teacher will meet to discuss the teacher's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher and evaluator about the teacher's practice. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

3. Observations of practice

- Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating. After formal or informal observations, feedback (written or verbal) will be provided within ten school days.

4. Evidence collection and review (throughout school year):

- The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

5. Interim Conference/Mid-year check-ins (by January 30; April 15 to accommodate second semester in high school):

- The evaluator and teacher will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Evidence about practice and student-learning data should be reviewed at this conference. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

6. End-of-year summative review (by June 1st):

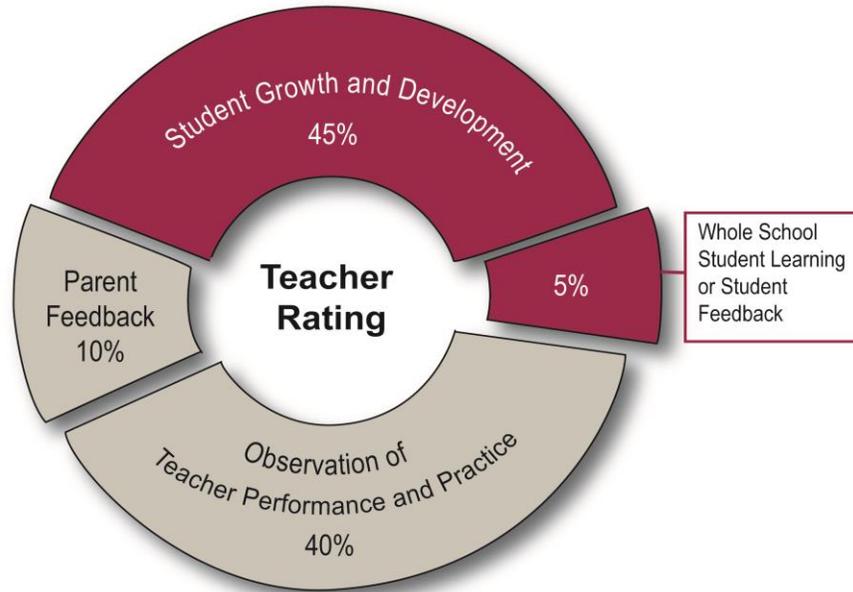
- Teacher self-assessment – The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
- End-of-year conference – The evaluator and the teacher meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- Summative Rating – 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 using the summative rating matrix. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.

7. Summative rating revisions (by September 15):

- After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before September 15 of a school year.

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:



CATEGORY 1: Student Outcomes and Achievement (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART goals that are aligned with both standardized and non-standardized measures. Teachers are required to develop **two SMART goals** related to student growth and development.

- Standardized SMART goal (comprises 22.5% of teacher's evaluation rating): For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results of student achievement on the appropriate state test and other standardized assessments where available.
 - Teachers in non-tested grades and subjects may establish common SMART goals based on student learning needs and targets revealed in aggregate data from state tests or other standardized assessments where available
- Non-standardized SMART goal (comprises 22.5% of teachers evaluation rating): Sources for the development of SMART goals based on non-standardized indicators may include:
 - District Benchmark Assessments of student achievement.
 - Other curricular benchmark assessments
 - Student portfolios of examples of work in content areas, collected over time and reviewed annually.
- SMART goals for all certified personnel must demonstrate alignment with school-wide student achievement priorities. Teachers in non-tested grades and subjects may develop two (2) SMART goals based on non-standardized indicators.

Goal Setting

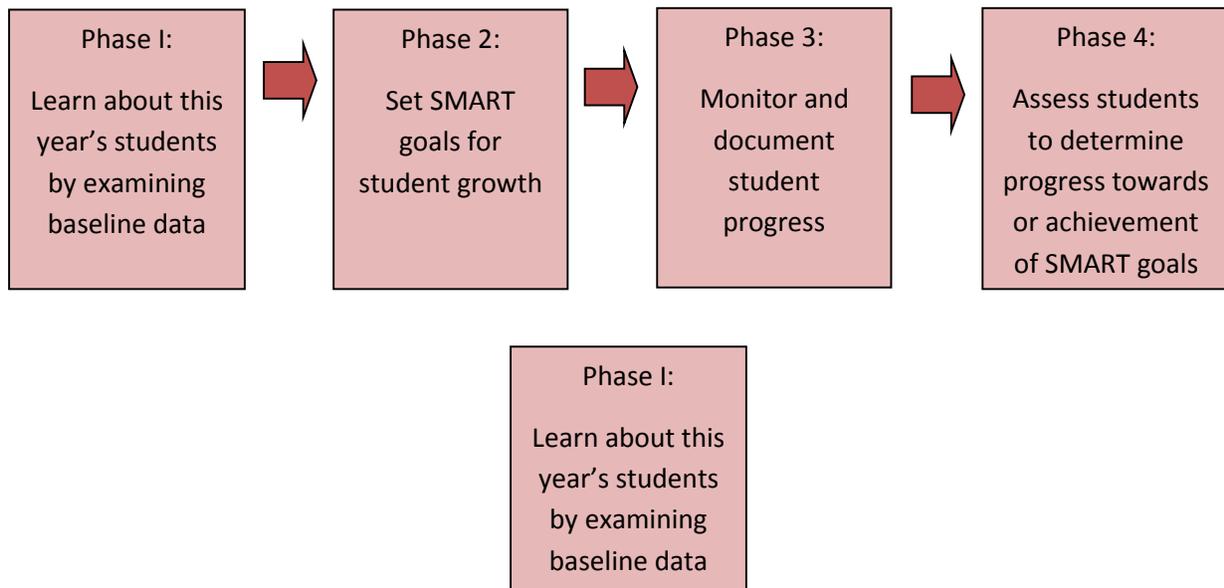
Chester, Deep River, Essex, and Regional School District 4 teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e., Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. Take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. Address the most important purposes of a teacher's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account students' learning needs vis-à-vis relevant baseline data.
5. Consider Public School Information System (PSIS) factors.
6. Be mutually agreed upon by teacher and his/her evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



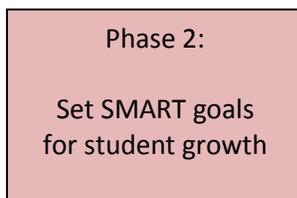
To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required. Examples of data that teachers will be required to analyze are:

1. Student outcome data (academic)
2. Behavior data (absences, referrals)

3. Program data (participation in-school or extracurricular activities or programs)
4. Perceptual data (learning styles and inventories, anecdotal)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-October of the academic year.

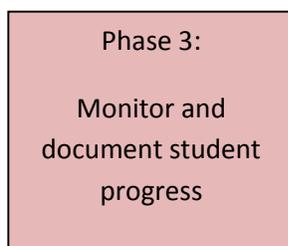


Each teacher will write TWO SMART goals. Teachers whose students take a state assessment will create one SMART goal based on that assessment and one SMART goal based on a non-standardized assessment. All other teachers may develop their two SMART goals based on non-standardized assessments.

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

Teachers will submit their SMART goals to their evaluator for review. The final determination of SMART goals is made through mutual agreement between the teacher and his/her evaluator. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before November 15. Evaluators will review and approve the SMART goals based on the following criteria:

- **Priority of Content:** SMART goal is deeply relevant to teacher's assignment and address a large proportion of his/her students.
- **Rigor of SMART goal:** SMART goal is obtainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome Data:** SMART goal provides specific, measurable evidence of student outcome data analysis and demonstrates knowledge about students' growth and development.



Once SMART goals are approved, teachers must monitor students' progress toward achieving student learning SMART goals.

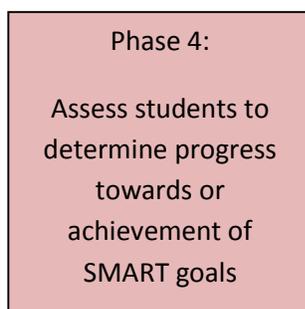
Teachers may monitor and document student progress through:

1. Examination of student work
2. Administration of interim assessments
3. Tracking of students' accomplishments and struggles

Teachers may choose to share their interim findings with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences – Mid-year check-ins:

Evaluators and teachers will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by January 30 of the academic year (or April 15 for second semester courses in high school).



End-of-year review of SMART goals/ Student Outcomes and Achievement:

Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Teachers will reflect on the SMART goals by responding to the following four statements:

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

One half (or 22.5%) of the SMART goal 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. Those without an available standardized indicator will select an assessment, through mutual agreement, subject to the local dispute-resolution procedure.

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the four performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

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

Exceeded (4)	Exceeded SMART goal(s) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) by 15% margin.
Did Not Meet (1)	Did not meet the SMART goals by 15% or greater.

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SMART goal ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SMART Goals that include an indicator based on state standardized tests, results may not be available in time to score the SMART Goal prior to the June 30 deadline. In this instance, if evidence for other indicators in the SMART Goal is available, the evaluator can score the SMART Goal on that basis. Or, if state tests are the basis for all indicators, then the

teacher's student growth and development rating will be based only on the results of the SMART Goal that is based on non-standardized indicators. However, once the state test evidence is available, the evaluator is required to score or rescore the SMART Goal, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by June 1

1. Educator Self-Assessment - The educator 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 component and category ratings based on the timeframe listed above. The category ratings generate the final, summative rating. After all data (including state test data) is available, the evaluator may adjust the summative rating if the state test data impacts the student-related indicators enough to change the final rating. Such revisions should take place as soon as state test data are available and before September 15th.
3. End-of-Year Conference - The educator and evaluator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 15 at the latest).

Training for Teachers and Evaluators

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of the two SMART goals by which teachers will be evaluated. Training will support and/or enhance the abilities and skills of teachers to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-bound

- Data Literacy as it relates to: Analyzing and interpreting assessment data, understanding root cause, and decision-making based on inferences.
- Quality of measures and indicators used to determine student growth.
- Alignment of SMART goals to school and/or district goals.
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals.

All teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should

additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using The Common Core of Teaching and CCT Rubric.

The Common Core of Teaching and CCT Rubric (2014)

The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement that has been evidenced in professional literature.

The Common Core of Teaching and CCT Rubric (Rubric for Effective Teaching 2014 and Rubric for Effective Service Delivery 2014), which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the four domains and 12 indicators that comprise the CCT Rubric, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The Common Core of Teaching and CCT Rubric represents a distillation of each of these resources to essential elements, crucial to effective practice, which can be observed and applied in appraisals of teachers.

The Common Core of Teaching and CCT Rubric addresses several principles, which are essential components of effective teacher performance and practice. These principles are explicitly embedded in the Common Core of Teaching and CCT Rubric as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self evaluations.

Key attributes of teacher performance and practice outlined in The Common Core of Teaching and CCT Rubric are reflected in the descriptors so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to The Common Core of Teaching and CCT Rubric and the effectiveness of teachers' performance and practice.

In employing The Common Core of Teaching and CCT Rubric as its foundation, the schools of Chester, Deep River, Essex, and Regional School District 4 maintain consistency with Connecticut's TEAM program of mentorship and professional development of new teachers.

TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply The Common Core of Teaching and CCT Rubric as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The Common Core of Teaching and CCT Rubric and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the CCT Rubric to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals will not be evaluated, but should result in improvements in teacher knowledge and skills, which will be evidenced in observations of teacher performance and practice.

Data Gathering Process

Chester, Deep River, Essex, and Regional School District 4 administrators will use the CCT Rubric to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the CCT Rubric which will allow teachers to demonstrate: the context for their work, their ability to improve student learning and performance, their ability to engage in reflective practice to improve their own knowledge and skills, and how they exercise leadership skills within their classrooms, schools and district.

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions that will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Administrators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice.
2. Provide constructive oral and written feedback of observations (formal and informal) within ten (10) school days and useful for educators.
3. Provide information for the ongoing calibration of evaluators and evaluation practices in the district in a confidential manner. (Identifiers redacted)

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of teachers by evaluators will occur periodically. Teachers will be provided written or verbal feedback within ten school days for formal or informal observations. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole.

- Non-tenured teachers shall receive at least three in-class formal observations. Each of the three observations will include a pre-conference and a post-conference with oral feedback and written feedback within ten school days.
- Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Each of the three observations will include a pre-conference and a post-conference with oral feedback and written feedback within ten school days.
- Tenured teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of one formal in-class observation no less frequent than every three years and three informal in-class observations in all other years. One review of practice shall be completed every year.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the CCT Rubric to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. Ratings will be made at the Domain level only.

Once Domain ratings have been assigned, evaluators will use the Rating Guidelines for Observation of Teacher Performance and Practice to assign a rating.

**Ratings Guidelines for
Observation of Teacher Performance and Practice**

Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below proficient
Proficient	Minimum of three proficient ratings at the domain level and no rating below standard
Developing	Minimum of 2 proficient rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

OBSERVATION SCHEDULE:

Non-Tenured Evaluation Timelines

Non-Tenured Educator Evaluation Timeline		
Dates	Minimum Observations	At least three (3) formal and two (2) informal
Goal Setting by November 15	One (1) Formal Observation completed by November 15th	Participate in orientation meeting with evaluator
		Educator reflection & goal setting
		Goal setting conference
Mid-Year Check-in January 30	Two (2) Additional observations (Formal/Informal) by February 28th	Educator & evaluator reflect on evidence/data collected to date Educator and Evaluator complete at least one conference
Summative Review by June 1	Two (2) Additional (Formal/Informal) Observations will be completed by the summative review.	Educator completes self-assessment End of year conference with evaluator
Rating Adjustment by September 15		Adjustment to summative scores based on district and state test data if necessary

Tenured Evaluation Timelines

Tenured Educator Evaluation Timeline							
	Educator Rated Below Standard (1) or Developing (2)	Educator Rated Proficient (3) or Exemplary (4)					
Dates	At least 3 formal and 5 informal	At least one (1) formal observation every three (3) years and at least three (3) informal observations during the other years. One review of practice shall be completed every year.					
Goal Setting by November 15	Participate in orientation meeting with evaluator	Participate in orientation meeting with evaluator					
	Educator reflection & goal setting	Educator reflection & goal setting					
	Goal setting conference 1 Informal or Formal Observation	Goal setting conference <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; width: 50%;">On-Cycle</th> <th style="text-align: center; width: 50%;">Off-Cycle</th> </tr> <tr> <td style="text-align: center;">1 Formal Observation</td> <td style="text-align: center;">3 Informal Observations</td> </tr> <tr> <td style="text-align: center;">1 Review of Practice</td> <td style="text-align: center;">1 Review of Practice</td> </tr> </table>	On-Cycle	Off-Cycle	1 Formal Observation	3 Informal Observations	1 Review of Practice
On-Cycle	Off-Cycle						
1 Formal Observation	3 Informal Observations						
1 Review of Practice	1 Review of Practice						
Mid-Year Check-in January 30	Educator & evaluator reflect on evidence/data collected to date Educator and Evaluator complete at least one conference 3 additional observations	Educator & evaluator reflect on evidence/data collected to date Educator and Evaluator complete at least one conference					
End of Year Summative Review by June 1	4 additional observations Educator completes self-assessment End of year conference with evaluator	Educator completes self-assessment End of year conference with evaluator					
Rating Adjustment by September 15	Adjustment to summative scores based on state test data if necessary	Adjustment to summative scores based on state test data if necessary					

Evaluator Training and Proficiency

Formal observations of classroom practice are guided by The Common Core of Teaching and CCT Rubric. Evaluators will be required to participate in training provided by the RESCs. Additionally, as part of the DLT (District Leadership Team) structure, we review lessons for on-going calibration of our ratings. All Chester, Deep River, Essex, and Regional School District 4 evaluators will be required to demonstrate proficiency in the use of The Common Core of Teaching and CCT Rubric for educator evaluation. Any evaluator who does not

initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete proficiency activities.

CATEGORY 3: Stakeholder Feedback (10%)

Ten percent (10%) of a teacher's evaluation shall be based on stakeholder feedback, including data from surveys, and may also include focus group data.

Chester, Deep River, Essex, and Regional School District 4 schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. A school-based committee consisting of teachers and administrators from each school in Chester, Deep River, Essex, and Regional School District 4 will develop the parent survey questions.

The school-developed survey, administered online, will allow for anonymous responses and demonstrates fairness, reliability, validity and usefulness. All Chester, Deep River, Essex, and Regional School District 4 schools will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in April. The spring survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

Once the school-wide stakeholder feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Measuring Progress on Growth Targets

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

Arriving at a Stakeholder Feedback Rating

The Stakeholder Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

CATEGORY 4: Whole-School Student Learning Indicators (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole school student learning indicators or student feedback. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2015-16, Chester, Deep River, Essex and Regional School District 4 schools will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SMART goal targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Chester, Deep River, Essex, and Regional School District 4 schools will define and communicate a whole school student learning indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the whole school student learning indicator.

Teachers' efforts and actions taken towards achievement of the whole school student learning indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Using the whole-school student learning indicator in teacher evaluations means that 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. This will be based on the school performance index (SPI), and the administrator's aggregate progress on SMART goal targets which correlates to the whole-school student learning on a principal's evaluation.

SUMMATIVE TEACHER EVALUATION AND RATINGS

In accordance with The CT Guidelines for Educator Evaluation, Chester, Deep River, Essex, and Regional School District 4 Professional Learning and Evaluation Plan employs a four-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing, or Below Standard.
2. The performance levels are defined as follows:
 - a. Exemplary – Substantially exceeding indicators of performance
 - b. Proficient – Meeting indicators of performance
 - c. Developing – Meeting some indicators of performance but not others
 - d. Below standard – Not meeting indicators of performance
3. In order to determine summative rating designations for each teacher, Chester, Deep River, Essex, and Regional School District 4 evaluators will:
 - A. Rate teacher performance in each of the four Categories:
 1. Student Outcomes and Achievement;
 2. Observations of Teacher Performance and Practice;
 3. Stakeholder Feedback, and
 4. Whole-School Student Learning Indicators.
 - B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Proficient, Developing, or Below Standard.
 - C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Stakeholder Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Proficient, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of Exemplary, Proficient, Developing, or Below Standard.

		Overall Practice Rating			
		4	3	2	1
Overall Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Definition of Effective Teaching

Non-tenured teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

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

INDIVIDUALIZED SUPPORT and ASSISTANCE (ISA)

Teachers who receive a summative evaluation rating of “Developing” or “Below Standard” will be required to work with their local association president (or designee) and evaluator to design an ISA plan. Teachers must receive a summative evaluation rating of “Proficient” within a year of the ISA Plan being developed. The plan will be created within the first 30 days of the next school year. The teacher performance remediation plan will identify areas of

needed improvement and include supports that the district will provide to address the performance areas identified as needing improvement. After the development of the ISA plan, the teacher and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

1. Areas of Improvement: Identify area of needed improvement
2. Rationale for Areas of Improvement: Evidence from observations that show an area needing improvement.
3. Domain: List domain rated “developing” or “below standard”
4. Indicators for Effective Teaching: Identify exemplary practices in the area identified as needing improvement
5. Improvement Strategies to be Implemented: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard”
6. Tasks to Complete: Specific tasks the teacher will complete that will improve the domain.
7. Support and Resources: List of supports and resources the teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. Indicators of Progress: How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools and Personnel File. The contents of the plan will be confidential.

Timeframe for Improvement in Individualized Support and Assistant Phase

<i>Rating</i>	<i>Timeframe for Improvement</i>
<i>Below Standard</i>	<i>90 days (1/2 year) to achieve a developing rating and one year to achieve a proficient rating</i>
<i>Developing</i>	<i>180 days (one year) to achieve a proficient rating</i>
<i>Proficient</i>	<i>N/A</i>
<i>Exemplary</i>	<i>N/A</i>

The Educator Evaluation and Support Plan establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools, to create opportunities for problem-based professional learning projects and action research to improve student learning, and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, the schools of Chester, Deep River, Essex, and Regional School District 4 believe that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

1. ***Evaluation is a teacher-centered process:*** We believe that for evaluation to improve professional practice it is essential to “make evaluation a task managed by a teacher, and not a thing done to a worker” (Peterson, 2000, p. 5).
 - a. Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional practice and procedures for evaluation.
 - Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

2. ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
 - a. It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers’ and administrators’ perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to

evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers. Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]

- Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
- Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
- Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

3. ***Evaluation and professional learning must be differentiated to increase***

organizational effectiveness: There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

- The needs of veteran and novice teachers are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

Professional Development

The General Assembly passed An Act Concerning Educational Reform, Public Act 12-116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at [Public Act No 12-116](#).

The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

Continuation of the Professional Educator Certificate

Effective July 1, 2012, continuing education units (CEUs) will not be required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July 1, 2012 for a continuation of the professional educator certificate will no longer be required to provide verification of completion of CEUs. Form ED 179 Application for Continuation of Professional Educator Certificate has been revised to reflect this change.

Degree Requirements for the Professional Educator Certificate

Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

Program of Professional Development (PD) Requirements

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. It is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

Requirements for PD (effective 7/1/13)

- Provide a minimum of 18 hours annually of PD
- Preponderance of small group or individual instructional setting
- Comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement
- Focus on refining and improving various effective teaching methods that are shared between and among educators
- Foster collective responsibility for improved student performance
- Shall be comprised of professional learning that meets the following criteria:
 - Aligns with rigorous state student academic achievement standards
 - Conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers

- Occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and
- Includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

A. Planning of PD

- Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10-220a for implementation starting the 2013-2014 school year
- Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education;
- The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education, and
- Focus of Activities:
 - Determined by each board of education with the advice and assistance of the teachers employed by such board, including representative of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
 - Based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
 - Improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
 - Include strategies to improve English Language Learner instruction into instructional practice; and
 - Include during each five-year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

B. Attestation to CSDE about PD Program

- The CSDE will develop a process for districts to provide attestation about planning, qualification of professional development providers, and communication, evaluation and documentation of PD activities.
- Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "served successfully will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

C. CSDE Audit of PD Program and Fine for Non-compliance

- The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A. 12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which non-compliance is determined. The forfeiture may be waived if the non-compliance is determined to be due to circumstances beyond the control of the school district.

Management of Professional Development Data

Many school districts have purchased and used specific software to manage CEU data. With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluation and based on student outcomes. This may be a specific matter you wish to discuss with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: <http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm>

Educator Certificate Information and Applications:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|#45442>

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

The schools of Chester, Deep River, Essex, and Regional School District 4 will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Proficient or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Proficient or Exemplary, the following career development and professional growth opportunities would be available: mentoring/coaching early-career educators or educators new to the schools of Chester, Deep River, Essex, and Regional School District 4, leading Professional Learning Communities for their peers, and targeted professional development based on areas of need.

Chester, Deep River, Essex & Region No. 4

Administrator Evaluation and Professional Growth Plan 2015-2016

Instructional Leadership Inquiry Cycle

The Connecticut State Department of Education, through its LEAD Connecticut initiative and in collaboration with the Connecticut Association of Public School Superintendents, the Connecticut Association of Schools, the Connecticut Center for School Change, and representatives from the following school districts, convened to develop resources and materials in support of Connecticut's System of Administrator Evaluation and Support and in alignment with the Guidelines for Educator Evaluation: Chester, Deep River, Essex, Middletown, Milford, Naugatuck, New Hartford, Regional School District # 4, Stratford and Vernon.

Chester, Deep River, Essex & Region No. 4 Public Schools

Professional Development and Evaluation Committee

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REGION #4 MISSION STATEMENT

We, the schools of Chester, Deep River, Essex and Region 4, engage all students in a rigorous, challenging, and cohesive educational program.

As a community of learners, we foster individual student achievement and empower students to excel in an environment of collaboration, responsibility, and mutual respect.

We prepare our students to be knowledgeable, involved citizens in a rapidly changing world.

VISION STATEMENT

Our schools endeavor to develop an educational program of *excellence* where *all students achieve at high levels* and *best instructional strategies* are pursued in an environment of inquiry, collaboration, support and trust.



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Introduction

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator whose position requires an 092 certification. This plan details the process to be followed to both evaluate administrators and, at the same time, provide a system which supports professional growth to maximize the effectiveness of each administrator.

The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners. The system clearly defines effective practice, encourages the exchange of fair and accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

The Connecticut State Department of Education (CSDE) is committed to developing and supporting Connecticut's educator workforce. To meet this goal, the CSDE, in partnership with local and regional school districts and other stakeholder groups, aims to create a comprehensive approach to human capital development and talent management which entails preparing, recruiting, hiring, supporting, developing and retaining the best educators to serve in Connecticut's classrooms and schools.

Excellent schools begin with great teachers and school leaders. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factors in student learning, and effective leadership is an essential component of any successful school.

In an effort to ensure that administrator evaluation provides opportunities for administrators to grow and improve their leadership practice, the leadership teams from seven Connecticut school districts partnered with the Center for Educational Leadership (CEL) from the University of Washington's College of Education to develop a locally-determined plan for administrators as a potential alternative to Connecticut's State Model, Connecticut's System of Educator Evaluation and Development (SEED). The plan includes the implementation of multiple Instructional Leadership Inquiry Cycles over the course of a year. The Instructional Leadership Inquiry Cycles promote growth in the context of improving both student learning and teacher practice.

Educator evaluation is a critical component of this approach and contributes to the improvement of individual and collective practice. A high-quality system of educator evaluation and support is necessary to inform the individualized professional learning and support that all educators require across the continuum of their careers. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Administrator Evaluation and Development

Purpose and Rationale

The Chester, Deep River, Essex & Region No. 4 Administrator Development and Support Plan 2015–2016 using the **Instructional Leadership Inquiry Cycle** outlines our model for the evaluation of school and school district administrators. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator’s leadership among key stakeholders in his/her community.

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice as defined by the Common Core of Leading;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects when available;
- Meeting and making progress on two SMART Goals aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an exemplary performance level 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. A proficient 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. Through the implementation of the Instructional Leadership Inquiry Cycle, the model provides a structure for the ongoing development of administrators and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to consistently improve practice. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that administrators play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant administrators and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools (when available) and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to SMART Goals

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

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

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages three things:

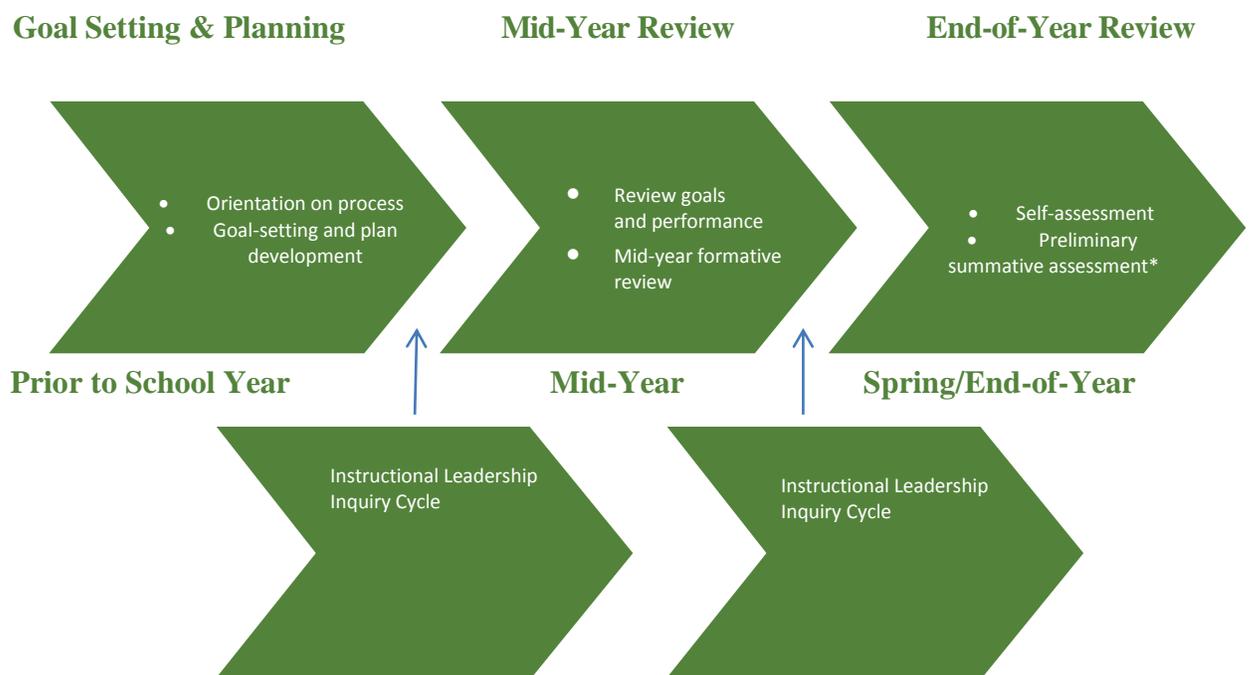
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback;
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps; and,
3. That the administrator and evaluator engage in interactive inquiry cycles which focuses on the growth of the administrator as a leader. 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.

Within the annual cycle of evaluation are a minimum of two **Instructional Leadership Inquiry Cycles**. The Inquiry Cycles promote the continuous growth of the administrator. Each Inquiry Cycle consists of four phases: I - Analyze Evidence to Develop Problems of Practice, II - Determine an Area of Focus, III - Implement and Support, and IV - Analyze Impact.

Superintendents can determine when the annual cycle starts. For example, many will want their administrators to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe which includes two Instructional Leadership Inquiry Cycles, one in the fall and one in the spring:



* Summative assessment completed by June 30, included in end-of-year data reported to CSDE. Summative rating may be adjusted and finalized by September 15

Annual Evaluation Cycle

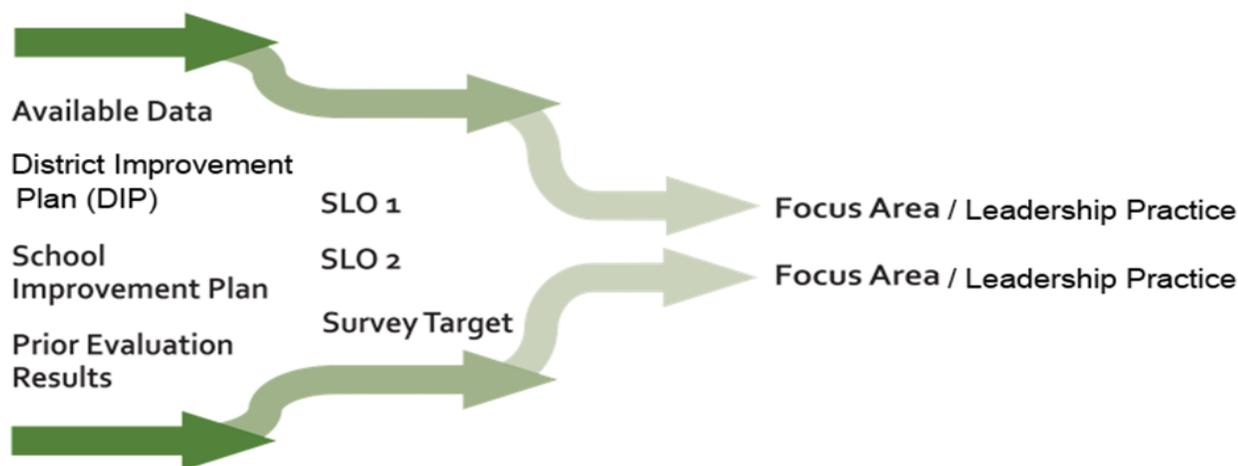
Orientation to the Evaluation Process

To begin the process, the superintendent or designee provides the administrator with a copy of the evaluation plan and materials outlining the evaluation process, including the Administrator Professional Practice Rubric, tools to be used to gather feedback from staff, families, and/or students, the process and calculation by which all evaluation elements will be integrated into an overall rating.

Goal-Setting Conference

Before the school year starts, the superintendent or designee and administrator meet to discuss information relevant to the evaluation process, and agree on the specific measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator also identify focus areas for development of administrator practice aligned to the Connecticut School Leadership Standards. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in meeting the performance targets.

As each Instructional Leadership Inquiry Cycle begins, the administrator and evaluator will revisit the goals developed at the goal-setting conference to mutually determine whether to continue with the same goals during the next Instructional Leadership Inquiry Cycle or to mutually agree on modifications.



Implementation and Evidence Collection Plan

Throughout the course of the year, the administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review through the Instructional Leadership Inquiry Cycle.

1. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school or the profession, or who have received rating of developing or below standard.
2. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

Instructional Leadership Inquiry Cycle (minimum of one cycle)

Mid-Year Formative Review

The superintendent or designee and administrator 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. This step in the process will take place at mid-point of the school year and the end of each Instructional Leadership Inquiry Cycle.

Instructional Leadership Inquiry Cycle (minimum of one cycle)

End-of-Year Summative Review

1. Administrator Self-Assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the superintendent or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
2. End-of-Year Conference - The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent or designee assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Instructional Leadership Inquiry Cycle

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

Administrator and school-based team gather and analyze evidence to identify student learning problems and problems of teaching practice. Critical questions in this phase include: *What are the learning strengths and challenges of student learning? What are the related instructional strengths and challenges of teaching practice?*

Processes:

- Analyze evidence of student learning to identify student learning problems, and develop at least two SMART Goals.
- Analyze evidence of instruction to identify a contributing teaching problem of practice.
- Analyze stakeholder feedback to identify performance targets
- Develop School Continuous Improvement Plan

CEL and district Tools (optional):

- Appendix A – Phase 1: Analyze Evidence to Develop Problems of Practice (CEL)
- Appendix G – School Leadership Self-Assessment Data gathering and analysis tools (ex: assessment scores, teacher evaluations ratings, walkthrough data)

PHASE II: DETERMINE AN AREA OF FOCUS

Administrator and administrator supervisor analyze evidence to identify an administrator instructional leadership area of focus. Critical questions in this phase include: *What is the administrator area of focus for this Instructional Leadership Inquiry Cycle that would impact teaching practices and student outcomes? What type of evidence will be collected to determine the area of focus and measure success?*

Processes:

- Administrator self-evaluates using the **Administrator Leadership Practice Rubric**
- Analyze administrator self-assessment and other collected evidence.
- Determine an area of focus for the administrator inquiry cycle.
- Determine targets to demonstrate evidence of success.
- Once SMART Goals and focus area has been determined, administrator will fill out on district goal form.

- Create an evaluation and support learning plan for administrator implementation and administrator supervisor support.

CEL and district Tools:

- Appendix B – Phase II Determine an Area of focus (CEL) Appendix C – Supporting Phase II: Step 1 Conversation Guide (CEL)
- Appendix D – Supporting Phase II: Step 2 Theory of Action (CEL)
- Administrator self-assessments
- School and administrator goals
- District goal form

PHASE III. IMPLEMENT AND SUPPORT

Administrator and administrator supervisor engage in a series of learning sessions centered on the administrator's area of focus. Critical questions in this phase include: *What are the possible actions for a series of learning sessions? How will these sessions improve administrator performance?*

Processes:

- Create a learning plan that includes the administrator’s student learning indicators, stakeholder feedback targets, and practice and performance focus areas for administrator implementation and administrator supervisor support.
- Implement the learning plan.
- Enlist other support, resources, and expertise (central office leaders, others administrators, content coaches, outside consultants) as needed.
- Continually analyze the impact of sessions on administrator’s instructional leadership performance and the impact on teacher practice and student learning.

CEL and district Tools:

Appendix E – Phase III: Creating a Learning Plan (CEL) Inquiry Log

PHASE IV. ANALYZE IMPACT

Administrator and administrator supervisor systemically analyze the results of the Instructional Leadership Inquiry Cycle. Critical questions in this phase include: *What was learned about leadership practice and its impact on teacher practice and student learning? What are the implications for the next Instructional Leadership Inquiry Cycle?*

Processes:

- Analyze student and teacher evidence.
- Analyze administrator leadership practice evidence.
- Analyze stakeholder feedback/staff actions to meet performance targets
- Prepare written analysis for reflection and feedback.
- Present cycle to administrator supervisor and/or colleagues
- Decide whether to continue the same Instructional Leadership Inquiry Cycle or identify a new area of focus.

CEL and district Tools:

- Appendix F – Phase IV: Analyze Impact

Timeline

As was mentioned earlier, Instructional Leadership Inquiry Cycles can be of varied duration dependent on the area under review and the requirements of the school district. Some districts may wish to work in smaller time blocks of as little as six weeks with as many as six cycles completed in a school year. These cycles may all focus on a common issue or need and build upon one another as the school year progresses or the cycles may be only minimally connected.

The minimum number of cycles that would be completed in a school year should be a minimum of two with one completed in the first half of the year and become a focus for the mid-year conference and the

second completed by the end of the school year. The following timeline gives an example of how the Instructional Leadership Inquiry Cycle(s) and the State requirements for administrator evaluation would consistently work together. This timeline assumes that two cycles would be completed in a school year.

Time-frame	Steps/Phase	Tools	Strategies	Responsible Parties	Outcomes/Evidence
July/Aug	Orientation Process	Evaluation Plan; Implementation Guide with Summative Rating Guide, Glossary of Terms	Orientation to the Administrator Evaluation and Support Plan, including material and rubric to be used and process by which all elements will be integrated into an overall summative rating	Administrator Supervisor(s)	
July/Aug	Goal Setting	Goal Setting Form	Utilize data and develop and align goals to School and District Improvement Plans Determine administrator's SMART Goals and how these will translate into Instructional Leadership Inquiry Cycle(s) Determine Stakeholder Feedback Goal (including parents and teachers) which could also become the focus of an Instructional Leadership Inquiry Cycle Determine Areas of Focus of leadership practice	Administrator Supervisor	Goals
July/Aug	Instructional Leadership Inquiry Cycle 1: Phase 1 Assess Evidence to determine student learning problem and contributing teaching or leadership problem of practice	District/School Tools: District and School Continuous Improvement Plan, SMART Goals**, previous years' summative evaluation Documents: • <i>Appendix A</i>	Exercise in taking the SMART Goal deeper to learn about the specific student learning needs and leadership strategies Needs Assessment based on Leadership Standards	Administrators in conjunction with school improvement teams, colleagues, and admin supervisor	Identification of student learning problem and contributing teaching or leadership problem of practice

	(Instructional Leadership Inquiry Cycle: Phase 1)	<ul style="list-style-type: none"> • <i>Appendix G</i> 			
July/Aug	<p>Instructional Leadership Inquiry Cycle 1: Phase 2</p> <p>Determine a administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice</p>	<p>District/School Tools: Leadership Rubric Needs Assessment based on Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc., conversation</p> <p>Documents:</p> <ul style="list-style-type: none"> • <i>Appendix B</i> • <i>Appendix C</i> • <i>Appendix D</i> • <i>District goal form</i> 	Guided Reflective Discussion on leadership strategies	Administrator and Supervisor	Identification of Focus Area within Cycle 1
Sept - Jan	<p>Instructional Leadership Inquiry Cycle 1: Phase 3</p> <p>Implementation and Support (Phase 3 Planning Learning Sessions)</p>	<p>Document:</p> <ul style="list-style-type: none"> • <i>Appendix E</i> • <i>Inquiry log</i> 	<p>Meet with others with like area focus</p> <p>Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual administrator needs)</p>	Administrator, Colleagues, Administrator Supervisor	<p>Learning Plan with Identified Sessions and accompanying log</p> <p>Reflection</p>
Jan/Feb	<p>Instructional Leadership Inquiry Cycle 1: Phase 4</p> <p>Analyze Impact</p>	<p>Documents:</p> <ul style="list-style-type: none"> • <i>Appendix F</i> • <i>District End of Cycle form</i> 	Processes and Protocols to analyze impact (look at inquiry tools on Denver website)	Administrator, Colleagues, Administrator Supervisor,	Evidence of Impact (used to speak to Leadership Practice)
Jan/Feb	Mid-Year Formative Conference (could take place at mid-cycle during each of the Instructional Leadership	<p>Mid-Year Conference Guide</p> <p>Instructional Leadership Inquiry Cycle 1 Observations of Practice</p> <p>Current Reality</p>	Identify need for new or continued focus for Instructional Leadership Inquiry Cycle	Administrator, Supervisor	Evidence Based Reflections on Cycle 1 and Intent for Cycle 2

	Instructional Leadership Inquiry Cycles	and Evidence of success			
Feb	Instructional Leadership Inquiry Cycle 2: Phase 1 Assess Evidence to determine student learning problem and contributing teaching or leadership problem of practice (Instructional Leadership Inquiry Cycle: Phase 1)	District/School Tools: District and School Continuous Improvement Plan, SMART Goals* Documents: <ul style="list-style-type: none">• <i>Appendix A</i>• <i>Appendix G</i>	Exercise in taking the SMART Goal deeper to learn about the specific student learning needs Self-Assessment against Rubric	Administrators in conjunction with school improvement teams, colleagues, and admin supervisor	Identification of student learning problem and contributing teaching or leadership problem of practice
Feb	Instructional Leadership Inquiry Cycle 2: Phase 2 Determine a administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice	District/School Tools: Leadership Rubric Self-Assessment against Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc. Documents: <ul style="list-style-type: none">• <i>Appendix B</i>• <i>Appendix C</i>• <i>Appendix d</i>• District goal form	Guided Reflective Discussion	Administrator and Administrator Supervisor	Identification of Focus Area within Cycle 2
Feb-June	Instructional Leadership Inquiry Cycle 2: Phase 3 Implementation and Support (Phase 3 Planning Learning Sessions)	Document: <ul style="list-style-type: none">• <i>Appendix E</i>• <i>Inquiry log</i>	Meet with others with like area focus Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual administrator needs)	Administrator, Colleagues, Administrator Supervisor	Learning Plan with Identified Sessions Reflection
Feb-June	Instructional Leadership	Documents: <ul style="list-style-type: none">• <i>Appendix F</i>	Processes and Protocols to analyze impact (look	Administrator, Colleagues,	Evidence of Impact (used

	Inquiry Cycle 2: Phase 4 Analyze Impact	<ul style="list-style-type: none"> <i>District end-of-cycle form</i> 	at inquiry tools on Denver website)	Administrator Supervisor,	to speak to Leadership Practice)
June/July	Summative Phase Year End Conference	Year End Conference Guide Instructional Leadership Inquiry Cycle 1 and 2 Data on SMART Goals Observations of Practice Summative Self-Assessment and analysis of evidence	Review SMART Goals – identify possible areas for focus in the upcoming year Review Leadership Practice Analyze growth on Stakeholder Feedback Goal Analyze Teacher Effectiveness on SMART Goals and related Teacher Performance and Practice	Administrator, Supervisor	Evidence Based Reflections on Cycle 1 and Cycle 2

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the Administrator evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

Evaluators of administrators may decide to engage in the CSDE sponsored multi-day training or implement an in-district training. This comprehensive training should give evaluators the opportunity to:

- Understand the various components of the administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Standards.
- Establish a common language that promotes professionalism and a culture for learning through the lens of the Administrator Professional Practice Rubric based on the CCL Standards
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;

- Conduct effective observations;
- Collect, sort and analyze evidence across a continuum of performance;
- Provide high quality feedback and
- Determine a final summative rating across multiple indicators.

Points for District Consideration:

- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator 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 yet 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 should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the SMART Goals 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.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

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

Throughout the process of implementing this administrator evaluation and support model using the Instructional Leadership Inquiry model, in mutual agreement with their evaluators all administrators will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district- wide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short- term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth

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

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

Leadership Practice Related Indicators

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

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

Component #1: Observation of 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 (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation.

To support the process described in this Instructional Leadership Inquiry Cycle document, a revised rubric has been developed. This rubric, entitled **Administrator Professional Practice Rubric** is based upon the CCL and contains the same 6 Performance Expectations. The rubric is written at the Element level and contains a number of new and expanded items drawn from several sources to clearly define the growth process as envisioned in the Instructional Leadership Inquiry Cycle process. Both the CCL and the **Administrator Professional Practice Rubric** 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 approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

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

In order to arrive at these ratings, administrators are measured against the **Administrator Professional Practice Rubric** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements based on the CCL Standards. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. Leadership practice at the proficient level results in effective teacher practice and improved student learning outcomes contingent upon the skillset of the leader.
- **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..

Examples of Evidence 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. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Arriving at a Leadership Practice Summative Rating

Component #1: Observation of Leadership Practice (40%)

Summative ratings are based on the evidence for each performance expectation in the **Administrator Professional Practice Rubric**. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the 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 a particular emphasis on the identified focus areas for development. **Evaluators of administrators will conduct at least two school site observations through the Instructional Leadership Inquiry Cycle for any administrator and should conduct at least**

four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.

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 the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)

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

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

The instrument(s) for gathering feedback must be valid (that is, it measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time.) Focus groups, interviews, teacher-level surveys, or other methods may be used to gather stakeholder feedback as long as these methods meet the above definitions of valid and reliable

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):

Administrators or administrator supervisors, other direct reports, relevant family members

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

Administrators, 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

Administrators, specific subsets of teachers, other specialists within the district

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 may be accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

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

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

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

Student Outcomes Related Indicators

Includes two components:

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

Component #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 (when available) and (b) performance and growth on locally-determined measures. Each of these measures has a weight of 22.5% and together account for 45% of the administrator’s evaluation.

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

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

- School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.
- SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

For a complete definition of Connecticut’s measures of student academic learning, including a definition of the SPI see the SEED website.

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

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

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

SPI Progress (all students and subgroups)

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

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

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

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

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

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

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

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

Locally-Determined Measures (SMART Goals)

Administrators establish two SMART Goals on measures they select. These SMART Goals are consistent with the **Instructional Leadership Inquiry Process** described above. In selecting measures, certain parameters apply:

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

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

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

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

The process for selecting measures and creating SMART Goals should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SMART Goals for the chosen assessments/indicators (see the Administrator’s SMART Goals Handbook, **SMART Goals Form** and **SMART Goals Quality Test**).
- The administrator shares the SMART Goals with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SMART Goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Proficient	Developing	Below Standard
Met both SMART Goals objectives and substantially exceeded at least 2 targets	Met 1 objectives and made at least substantial progress on the 2 nd	Met 1 objective and made some progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make any progress on the other

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ SMART Goals – make up 5% of an administrator’s evaluation.

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

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SMART Goals. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SMART Goals for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SMART Goals. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SMART Goals.

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

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring:

Every educator will receive one of four performance ratings:

Exemplary: Substantially exceeding indicators of performance

Proficient: Meeting indicators of performance

Developing: Meeting some indicators of performance but not others

Below standard: Not meeting indicators of performance

**The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).*

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

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

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

- Determining a Leader Practice Rating;
- Determining an Student Outcomes Rating; and
- Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated in the example below:

PRACTICE: Leadership Practice (40%)

+ Stakeholder Feedback (10%) = 50%

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

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

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

OUTCOMES: Student Learning (45%)

+ Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and SMART Goals – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the SMART Goals agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

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

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

OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding (*see Appendix 2*).

Appendices

Appendix A	Instructional Leadership Inquiry Cycle Tool: Phase I
Appendix B	Instructional Leadership Inquiry Cycle Tool: Phase II
Appendix C	Supporting Phase II: Step I Conversation Guide
Appendix D	Supporting Phase II: Step 2 Theory of Action
Appendix E	Instructional Leadership Inquiry Cycle Tool: Phase III
Appendix F	Instructional Leadership Inquiry Cycle Tool: Phase IV
Appendix G	School Leadership Self-Assessment
Appendix 1	Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014
Appendix 2	CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation, May 7, 2014
Administrator Professional Practice Rubric	

Appendix A
Instructional Leadership Inquiry Cycle Tool: Phase I

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

During this phase, the administrator and supervisor gather and analyze evidence in order to identify a student learning problem and problems of teaching practice.

Step 1: Analyze evidence of student learning to identify a student learning problem.

Based on observations and analysis of data, what are some concerns about student learning?	
What evidence supports these concerns?	
What strengths are there to build upon?	
Of these concerns, what is the specific student learning problem to be addressed?	
Why this one over others?	

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Step 2: Analyze evidence of instruction to identify a contributing teaching problem of practice.

<p>What area of teaching practice might make a difference with this problem of student learning?</p>	
<p>What practices support student learning in the identified area of need?</p>	
<p>What practices hinder student learning in the identified area of need?</p>	
<p>Of these concerns, what is the specific problem of teaching practice to be addressed?</p>	
<p>Why this one over others?</p>	

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Appendix B
Instructional Leadership Inquiry Cycle Tool: Phase II

PHASE II: DETERMINE AN AREA OF FOCUS

During this phase, the administrator and supervisor analyze evidence of administrator performance and identify administrator instructional leadership area of focus.

Step 1: Analyze evidence of administrator leadership and determine an area of instructional leadership focus. (See Appendix C)

Based on analysis of the administrator’s self-assessment and other collected evidence gathered during Phase I, what aspects of the administrator’s instructional leadership may impact the teaching problem of practice? Of these concerns, what is the administrator’s specific area of focus for this inquiry cycle?

- What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?
- What current leadership practices support teaching practice and student learning in the identified area of need?
- What current leadership practices hinder student learning in the identified area of need?
- Of these concerns, what is the specific problem of leadership practice to be addressed?
- Why this one over others?

Step 2: Generate a theory of action. (See Appendix D)

Using the responses above, generate a theory of action that explains the specific changes the administrator intends to make to improve teaching and learning in the school. Articulate this theory, starting with students.

If the administrator ...	then teachers will be able to ...	so that students will be able to ...

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Step 3: Determine evidence of success.

Based on the data and information gathered, what is the current state of student learning, teacher and instructional leadership practice? What is evidence of success and how will the evidence be measured?

Area of change	What is the current reality?	What is evidence of success?	How will the evidence be measured?
Student Learning Which indicators of student learning will we see change as a result of the administrator and supervisor working on this particular leadership area of focus?			
Teaching Practice Which teacher practices, and for which teachers, will you see change as a result of the administrator and supervisor working on this particular leadership area of focus?			
Leadership Practice Considering the administrator area of focus, what will you see change as a result of the administrator and supervisor working on this particular leadership area of focus?			

Step 4: Formally analyze the impact of this inquiry cycle.

When setting a date for the close of this inquiry cycle, consider the area of focus of this cycle, the amount of learning that will need to take place to improve in the area of focus, and natural times in the school year that are already set up to review administrator progress as an instructional leader.

Date: _____

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Appendix C
Supporting Phase II: Step I Conversation Guide

Administrator Area of Focus Architecture

Conversations with an administrator are situated within a cycle of administrator learning. Therefore, there are multiple types of conversations. The purpose of this conversation is to bring forward evidence collected both by the administrator and supervisor to determine an area of focus for the administrator Instructional Leadership Inquiry Cycle

Steps	Outline and Rationale	Questions, Stems, and Frames
Set the context if needed.	Setting the context around the evidence gathering process the administrator supervisor and administrator have engaged in up to this point helps to make the purpose of the conversation transparent.	The purpose of this conversation is to review our individual responses to the administrator prompts in Step 3 of Developing an Administrator Problem of Practice. By the end of the conversation, I hope we will have a clear area of focus for your Instructional Leadership Inquiry Cycle and our work together.
Ask administrator to reflect on his/her evidence.	By listening to the administrator's responses, the supervisor can determine whether or not it is observable and connected to building and/or district goals. The supervisor can also determine whether the information shared aligns with the supervisor's thinking.	What evidence did you use to help identify a potential area of focus? When reflecting on this evidence, what do you think is a potential instructional leadership area of focus for this cycle?
Share the evidence gathered from your perspective and what areas of focus you think would benefit the administrator, teachers, and students.	By sharing the information you gathered, the administrator will be able to note similarities as well as differences, which should lead to a clear and impactful area of focus.	Let me share with you some of my thinking. I have noticed the following strengths... An area for growth might be... Areas for growth may include... What do you notice is similar? Different?
Identify / confirm area of Focus.	Administrator and supervisor determine an area of focus that will provide the opportunity for teachers to grow and for students to demonstrate success.	Based on our sharing of evidence, what do you think we should focus on for this cycle and why?

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		<p>What about working on: _____ would help your teachers with: _____? Your students with: _____?</p> <p>Do you see any obstacles in your practice that might keep you from being successful in this area?</p> <p>So for this cycle we are going to work on _____.</p>
Create examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the supervisor and administrator can ground the area of focus in a research-based vision of effective instructional leadership.	<p>What would _____ look like by the end of this cycle in your practice?</p> <p>What will teachers be doing and saying as a result of your learning in this cycle?</p> <p>What will students be doing and saying as a result of your learning in this cycle?</p>
Determine changes in instruction.	By describing concrete instructional leadership changes, administrator will be able to set specific and achievable goals.	<p>What will change in your instructional leadership practice?</p> <p>Why do you think that change will improve your teacher practice and student learning?</p>
Determine steps of implementation and support for the administrator.	Supervisor and administrator identify a series of action steps to develop the instructional practice identified in the goals.	<p>What do you need to learn in order to implement these shifts in practice?</p> <p>How will you learn about implementing these shifts in practice?</p> <p>Based on what you are saying, here are some possibilities...</p>
Determine steps of implementation and support by the supervisor.	<p>Administrator and supervisor identify specific steps the:</p> <ul style="list-style-type: none"> • Supervisor will take to support the administrator's learning. • Administrator will take. 	<p>What do you need the administrator supervisor to do to support your learning?</p> <p>I can support this learning by _____.</p>
Schedule first learning session.	Supervisor and administrator agree to when the formative feedback observations will take place.	Thinking about the steps you will take to learn _____, when does it make sense for me to come and collect observation data?

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Appendix D

Supporting Phase II: Step 2 Theory of Action

What this tool will help you do.

1. Develop a well-elaborated conception of the problem or situation for students, teachers, and leaders that motivates their actions in the first place.
2. Make your leadership the core of the theory of action.
3. Create an evidence-based rationale for all parts of the theory.
4. Identify the supports needed to make the identified changes in administrator practice.

Theory of Action: A First Pass

Since the ultimate concern is improving student learning, you'll note that the graphic encourages the administrator and supervisor to begin deriving their theory of action not by jumping directly to perceived problems with teaching or leadership, but by focusing first on specific problems of student learning. It works backward from there, analyzing how current practice, from teaching back through administrator leadership, is part of a chain of causality that produces the results in student performance that you see. This process yields a simple way to state a theory of action to undergird your work: ***"If the administrator does X, then teachers will be able to do Y, which will help all students to learn at higher levels."***



As you make your way through the process, there may be identified areas where you need to collect more evidence (looking at student data, conducting classroom walkthroughs, or having conversations with key school-based personnel) or to consult the research on effective practice before your theory can be solidified. You don't need to hold back from sketching out your theory until you fill in all such gaps (you will be revisiting it frequently in any case). But do note areas where you need more information.

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Working Through the Prompts: Evidence and Rationale

1. STUDENT LEARNING

What's going on with our students' learning?

A. EVIDENCE/TREND DATA:

What evidence of student performance do we have that substantiates our concerns above?
(E.g., performance data, observations/rounds/walkthroughs, and/or conversations/surveys with teachers, parents, and students)

B. Given our observations and the evidence above, what aspects of student learning do we need to change? What is the student learning problem?

C. Why are we prioritizing these particular aspects of student learning as issues?

D. What changes in teacher practice or other instructional resources do we think will make a difference in student learning?

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Working Through the Prompts: Evidence and Rationale

2. TEACHING PRACTICE

How are our teachers' instruction affecting our students' learning?
What are teachers doing (or not doing) in their instruction that's helping or hindering students' performance?

A. Given the issues we see in student learning, what aspects of teachers' instructional practice do we need to change to improve student learning? What is the teaching problem of practice?

B. Why are we prioritizing these particular practices as issues?

C. What specifically do teachers need to do differently? What is the teaching problem of practice?

D. What makes us think that teachers changing their practice in these ways will improve student learning?

E. What supports and/or system changes will teachers need to make these changes successfully?

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Working Through the Prompts: Evidence and Rationale

3. ADMINISTRATORS How is administrator practice affecting our teachers' instruction? What is the administrator doing (or not doing) as an instructional leader that's helping or hindering teachers' instructional performance?
A. DESCRIPTION/ANECDOTE: After looking at administrator self-assessments and other evidence gathered, what are specific areas for growth and improvement?
B. EVIDENCE/DATA: What evidence do we have (or could collect) that could help you understand the area for growth?
C. Given the issues we've identified in teacher performance, what aspects of administrator leadership do we need to change? What is the administrator problem of practice?
D. Why are we prioritizing these particular practices?
E. What specifically does the administrator need to do differently? What is the administrator's area of focus?
F. What makes us think that administrators changing their practice in these ways will improve teacher performance?
G. What supports and/or system changes will the administrator need to make these changes successfully? What resources will be required?

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Theory of Action 3: Putting It All Together

Once you've finished working through the questions above sequentially, you'll want to consider your responses to all of them simultaneously, working back from the issues for student learning on the right all the way to administrator practice, structures, and systems on the left as shown in the graphics. In your discussion, highlight the relationships between the issues you've identified. In particular, it will be helpful to focus on your answers to question C, "What needs to change?," in each area in order to promote effective instructional leadership, teaching practice, and student achievement. Provided that you've developed a solid rationale for what needs to change in each case, by capturing your answers to that question, you should now be able to generate a revised theory of action that goes deeper than your first:

REVISED THEORY OF ACTION:		
if the administrator ...	then teachers will be able to to...	so that students will be able to ...

As mentioned, even this revised theory of action will be subject to continual reassessment and revision as you lead, teach and learn your way through the work of improving instructional leadership in support of improved student learning. Even now, looking at your answers to questions B (about evidence) and F ("what makes us think this will work?"), it may be clear to you that you need to gather stronger evidence or consult more research in order to back up parts of your theory.

Questions you might consider as you look ahead from here to develop an action plan include:

1. How will we fill in any current gaps in our evidence or research base as we look at our theory of action?
2. How will we **use** our theory of action? Which audiences do we need to need to engage in dialogue with about our theory of action and why?
3. What are the most important things that we need to convey to these audiences about our theory of action and the need for change? In what ways do we need their support?
4. What process will we follow to regularly revisit and update our theory of action, either formally or informally, as our work moves forward over the coming months and years?

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Appendix E
Instructional Leadership Inquiry Cycle Tool: Phase III

PHASE III: CREATING A LEARNING PLAN

During this phase, the administrator and supervisor create a learning plan based on the administrator’s problem of practice related to the SMART Goal.

Step 1: Co-create a learning plan for administrator implementation and supervisor support.

Thinking about the area of focus and theory of action, co-create a learning plan for administrator implementation and supervisor support that outlines the possible actions to support administrator instructional leadership.

Learning Plan	Possible Actions: (E.g. classroom observations/walkthroughs, looking at student work, observing another administrator’s practice, brokering resources to enlist additional expertise)	How likely are these actions to improve administrator performance in the area of focus? How will these actions help the administrator and supervisor develop expertise together?	Evidence of Success
Learning Session 1 Date: Time:			
Learning Session 2 Date: Time:			
Learning Session 3 Date: Time:			
Learning Session 4 Date: Time:			

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Step 2: Implement the Learning Plan

During this phase, the supervisor, with input from the administrator, plans and reflects on each individual learning session.

Step 2a: Use pre-planning prompts to plan each learning session.

This section is designed to guide the pre-planning process for an individual learning session.

Respond to the following questions and incorporate responses into the planning process. You will repeat this process for each learning session that makes up the learning plan.

Purpose: <i>What is the purpose of the learning session? How does the purpose relate to the ongoing work of the school? The area of focus for the administrator? The teachers? The students?</i>	
Outcomes: <i>What are the outcomes for this learning session?</i>	
Learning Activities: <i>Which learning activities will best further the administrator's learning (e.g., observing classrooms, co-planning, professional development, examining student work)?</i>	Teaching/Coaching Practices: <i>Which teaching/coaching practices will best further the administrator's learning (e.g., modeling, coaching and feedback, inquiry)?</i>
Joint Work: <i>How will the planning of this session ensure that the supervisor and administrator engage in joint work? That the administrator has ownership for the learning? What strategies will be used? Which questions will be posed? How will the opening be used?</i>	Evidence Gathering: <i>How will evidence of the administrator's practice be gathered throughout the visit? What will be observed with this administrator? How will the information be shared?</i>
Resources: <i>What materials will be used in this session? Are there other resources (including people) that need to be deployed? How will you share with the administrator? Prior to the visit? During the visit? After the visit?</i>	Other Considerations: <i>What needs to be communicated to the administrator before the session? How will this be communicated? What does the administrator need to prepare? What needs to be communicated to others who might be joining the session?</i>
Other:	

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Step 2b: Create the learning agenda for each learning session.

This section is designed to support the crafting of a well-organized learning session. Using the responses above in step 2a, organize and plan each individual learning session.

Date:

Duration:

Location:

Content	Process	Time and Materials
<p>Opening</p> <ul style="list-style-type: none"> ● What is the purpose of the session? What do we want to learn? ● How will I introduce the purpose for the visit? ● How will I communicate the through-line from improved administrator practice to improved teacher practice and student learning — the theory of action for our work together? ● How will I communicate a “can-do” attitude along with urgency? ● How will I communicate my commitment to being a co-learner in the process? 	<p>Frame the context for the conversation.</p> <p>Restate the administrator’s area of focus and outcomes for this visit.</p>	
<p>Review agreed-upon actions from the last visit</p> <ul style="list-style-type: none"> ● How will I bring forward agreed-upon actions? ● How will I address the current status of these actions? 		
<p>Review evidence of success</p> <ul style="list-style-type: none"> ● How will I bring back the evidence of success for this cycle? ● How will we note any progress to date? ● How will we collect evidence of progress during this visit? 		

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<p>Engage in the planned activity for the learning session</p> <ul style="list-style-type: none"> ● What do I anticipate the administrator will struggle with? How will I mitigate this struggle? ● What will I do to foster time for the administrator to think, engage, and ask questions during the learning activity? ● What questions, statements, and actions will I use to elicit and assess administrator understanding? ● How will I continually gather evidence of administrator practice? 		
<p>Closing</p> <ul style="list-style-type: none"> ● How will the administrator summarize the outcomes for the session? ● How will I plan for reflection on the success of the visit? ● How will I collect these reflections? ● How will I use the reflections to inform the administrator's next steps? ● What other artifacts will I collect to inform administrator planning? 	<p>Review or revise the actions planned for the next visit.</p>	

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Step 2c: Reflect after each learning session and revise the learning plan if necessary.

The administrator and supervisor respond to the following questions to summarize each learning session. After reflection, both the administrator and supervisor keep a copy to use as a running record of administrator progress over time.

What did we learn today?	
What is the state of the administrator's practice in relationship to the area of focus? What growth is being made? What is the evidence?	
What do we need to pay attention to?	
What are the administrator's next steps?	
What are the supervisor's next steps?	
How will we communicate in-between sessions?	
What do we need to consider in planning the next session on the learning plan? How, if at all, does the next session need to be revised?	

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Appendix F

Instructional Leadership Inquiry Cycle Tool: Phase IV

PHASE IV: ANALYZE IMPACT

During this phase, the administrator and supervisor analyze and formally close an inquiry cycle. This phase requires a presentation of learning and impact for feedback.

Step 1: Analyze student and teacher evidence.

The administrator reflects the following questions:

- What has changed with student learning since the beginning of this cycle?
- What has changed with teaching practice since the beginning of this cycle?

Step 2: Analyze administrator leadership practice evidence.

The administrator reflects on the following question:

- What has changed with the instructional leadership practice since the beginning of this cycle?

Step 3: Prepare written analysis for reflection and feedback.

Using the Analyze Impact Protocol below in step 4, the administrator prepares in writing and presents to colleagues and/or supervisor:

- The specific administrator area of focus and theory of action for the inquiry cycle.
- The learning activities the administrator engaged in with the supervisor.
- The evidence collected to respond to the following questions.
 - To what extent did student learning improve in the identified area of need? What might have caused this?
 - To what extent did teaching practice improve in the identified teaching problem of practice? What might have caused this?
 - To what extent did the administrator practice improve in the identified area of focus? What might have caused this?
- What promising leadership practices emerged that the administrator should continue? What practices should be under consideration for elimination or minimizing?
- What ideas have arisen for future Instructional Leadership Inquiry Cycles?
- Frame a focus question that intrigued you during this cycle that the supervisor and/or colleagues can provide feedback on.

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Step 4: Present cycle to supervisor and/or colleagues.

The presentation of the administrator's cycle is designed to share the results of engaging in the cycle. The presentation format allows for the administrator to hear and reflect on the feedback presented into order to make adjustments to future cycles.

Analyze Impact Protocol

Time: Approximately 50 minutes

Roles:

- Presenter (whose cycle is being discussed by the group)
- Facilitator (who sometimes participates, depending on the size of the group)

1. The presenter gives an overview of the cycle and frames a question for the supervisor or group to consider. (5-10 minutes)

2. The administrator supervisor or group asks clarifying questions of the presenter — that is, questions that have brief, factual answers. (5 minutes)

3. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking about the cycle. The purpose is to ask any questions that will clarify what was heard, and/or to get a deeper understanding of something the presenter shared. This isn't the time to provide suggestions to the presenter. The presenter may respond to the group's questions, but there is no discussion by the group of the administrator's responses. (10 minutes)

4. The group talks with each other about the cycle presented. If the presentation is just with the supervisor, the supervisor thinks aloud about what he or she heard. The purpose of this step is to process what was heard and state the input as noticing and wondering. The presenter listens and will use this information as she/he considers next steps. (15 minutes)

5. Final reflection: Presenter reflects aloud on what was heard and will consider for next cycle. (5 min.)

6. Entire group: All participate in a discussion about future work/focus as a collective group. (5 min.)

This protocol was adapted and revised as part of work of NSRF.

Step 5: Determine whether to continue with the same area of focus and inquiry cycle or adjust accordingly.

The administrator and supervisor set a date to develop the next inquiry cycle.

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Appendix G
School Leadership Self-Assessment
SLSA
Practicing Administrators

The School Leader Self-Assessment (SLSA) has been designed to help you develop a personal profile of your school leadership capacities¹ based on the 2012 *Common Core of Leading- Connecticut School Leadership Standards (CCL-CSLS)*. Additional information about the CCL-CSLS may be found at: <http://www.sde/cwp/view.asp?a=2641&Q=333900>

The School Leadership Self-Assessment (SLSA) is organized into six Performance Expectations:

- PE 1- Vision, Mission and Goals
- PE 2- Teaching and Learning
- PE 3- Organizational Systems and Safety
- PE 4- Families and Stakeholders
- PE 5- Ethics and Integrity
- PE 6- The Education System

Each **performance expectation** or **standard** is subdivided into three major conceptual categories called **elements** and each **element** is described by actions that may be expected of a current school leaders referred to as **indicators**.

This instrument was designed to help school leaders reflect on professional development planning, monitoring personal progress and identifying professional needs for future growth. Results from the SLSA may also be used as a vehicle for dialog between leaders and supervisors as part of ongoing evaluation/professional development planning.

Instructions: The SLSA consists of 72 statements (indicators) that describe the Standards. Read each statement reflecting on your leadership performance over the school year. Then, check the box that, in your opinion, best represents the level of performance you have demonstrated for each indicator (as described below).

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Developing	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

Completing the SLSA

The SLSA is intended for your personal use so you should try to be as candid as possible. Although you are not expected to demonstrate all actions in a year, **try not to skip any indicators**. This will permit you to produce a comprehensive profile of your capacity based on the *Common Core of Leading - Connecticut School Leadership Standards*.

The scale format is modeled after *The Principal Instructional Management Scale*, Philip Hallinger (1984) and adapted by Larry Jacobson, Connecticut State Department of Education, (2012).

SCHOOL LEADERSHIP SELF ASSESSMENT

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE <small>Explain below</small>
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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. To what extent do I					
1. Use varied sources of information and analyze data about current practices and outcomes to shape a vision, mission, and goals.					
2. Align the vision, mission, and goals of the school to district, state, and federal policies.					
3. -----Incorporate diverse perspectives and collaborate with all stakeholders ³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.					

Element B. Shared Commitments to Implement and Sustain the Vision, Mission, and Goals Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders. To what extent do I					
1. Develop shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.					
2. Align actions and communicate the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently					
3. Advocate for and act on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students					

Element C: Continuous Improvement toward the Vision, Mission, and Goals Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals To what extent do I					
1. Use data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.					
2. Use data, research, and best practice to shape programs and activities and regularly assesses their effects.					
3. Analyze data and collaborate with stakeholders in planning and carrying out changes in programs and activities..					
4. Identify and address barriers to achieving the vision, mission, and goals.					
5. Seek and align resources to achieve the vision, mission, and goals.					

Notes/Comments:
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The scale format is modeled after *The Principal Instructional Management Scale*, Philip Hallinger (1984) and adapted by Larry Jacobson, Connecticut State Department of Education, (2012).

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 2: Teaching and Learning <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE
					Explain below

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

Element B: Curriculum and Instruction Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards. To what extent do I					
1. Develop a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.					
2. Ensure the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.					
3. -----Use evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations:					
4. -----Develop collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.					
5. -----Provide faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls					
6. Assist faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.					

Element C: Assessment and Accountability Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps. To what extent do I					
1. Use district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.					
2. Develop and use multiple sources of information ⁷ to evaluate and improve the quality of teaching and learning.					

The scale format is modeled after *The Principal Instructional Management Scale*, Philip Hallinger (1984) and adapted by Larry Jacobson, Connecticut State Department of Education, (2012).

3. Implement district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.					
4. -----Interpret data and communicate progress toward the vision, mission, and goals for faculty and all other stakeholders.					

Notes/Comments:

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below

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. To what extent do I					
1. Develop, implement and evaluate a comprehensive safety and security plan in collaboration with the district, community and public safety responders..					
2. Advocate for, create and support collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.					
3. Involve families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning..					

Element B: Operational Systems Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning. To what extent do I					
1. Use problem-solving skills and knowledge of operational planning to continuously improve the operational system..					
2. Ensure a safe physical plant according to local, state and federal guidelines and legal requirements for safety.					
3. Facilitate the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.					
4. Evaluate and revise processes to continuously improve the operational system..					
5. -----Oversee acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.					

Element C: Fiscal and Human Resources Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning. To what extent do I					
1. Develop and operate a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.					
2. Seek, secure and align resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.					
3. Implement practices to recruit, support, and retain highly qualified staff.					
4. -----Conduct staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.					

Notes/Comments:

Performance Level Description	
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 4: Families and Stakeholders <i>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.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below

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. To what extent do I					
1. Coordinate the resources of schools, family members, and the community to improve student achievement.					
2. Welcome and engage families in decision making to support their children’s education.					
3. Use a variety of strategies to engage in open communication with staff, families and community members.					

Element B: Community Interests and Needs Leaders respond and contribute to community interests and needs to provide high quality education for students and their families. To what extent do I					
1. Demonstrate the ability to understand, communicate with, and interact effectively with people.					
2. Use assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.					
3. Capitalize on the diversity of the community as an asset to strengthen education.					
4. Collaborate with community programs serving students with diverse needs.					
5. Involve all stakeholders, including those with competing or conflicting educational perspectives.					

Element C: Community Resources Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families. To what extent do I					
1. Collaborate with community agencies for health, social, and other services that provide essential resources and services to children and families.					
2. Develop mutually beneficial relationships with community organizations and agencies to share school and community resources.					
3. -----Apply resources and funds to support the educational needs of all children and families.					

Notes/Comments:

Performance Level Description	
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 5: Ethics and Integrity <i>Education leaders ensure the success and well-being of all students and staff by modeling ethical behavior and integrity.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE
					Explain below

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. To what extent do I					
1. Exhibit professional conduct in accordance with <i>Connecticut's Code of Professional Responsibility for Educators</i> .					
2. Model personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.					
3. Use professional influence and authority to foster and sustain educational equity and social justice for all students and staff.					
4. Protect the rights of students, families and staff and maintains confidentiality.					

Element B: Personal Values and Beliefs Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning. To what extent do I					
1. Demonstrate respect for the inherent dignity and worth of each individual.					
2. Model respect for diversity and equitable practices for all stakeholders.					
3. Advocate for and act on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.					
4. Overcome challenges and lead 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. To what extent do I					
1. Model, reflect on, and build capacity for lifelong learning through an increased understanding of research and best practices.					
2. Support on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.					
3. -----Allocate resources equitably to sustain a high level of organizational performance.					
4. Promote understanding of the legal, social and ethical use of technology among all members of the school community.					
5 -----Inspire and instill trust, mutual respect and honest communication to achieve optimal levels of performance and student success.					
6. -----Model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.					

Notes/Comments:

Performance Level Description	
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 6: The Education System <i>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.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below

Element A: Professional Influence Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families. To what extent do I					
1. Promote public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.					
2. Develop and maintain relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.					
3. Advocate for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.					

Element B: The Educational Policy Environment Leaders uphold and contribute to policies and political support for excellence and equity in education. To what extent do I					
1. Collect and accurately communicate data about educational performance in a clear and timely way..					
2. Communicate with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.					
3. Uphold federal, state, and local laws, and influence policies and regulations in support of education.					

Element C: Policy Engagement Leaders engage policymakers to inform and improve education policy. To what extent do I					
1. Advocate for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.					
2. Promote public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.					
3. -----Collaborate with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.					

Notes/Comments:

Q & As:

- ***What if indicators are difficult to rate for my situation.***

There are several reasons why some statements may be difficult to judge. Sometimes, due to limited budget, time and resources, it may be very difficult for the leader to demonstrate certain indicators. If the action is, none-the-less, important to perform to address specific goals, a “**Below Standard**” should be used.

Although this is a personal tool, a candid self-appraisal can serve as a valuable source of information to help you and others to recognize barriers to progress, identify professional needs and to prioritize resources. Consequently, if the indicator represents an important action necessary to reach certain school goals it will be helpful for you to judge that performance of this indicator as **Below Standard**. If, however, due to prescribed roles and responsibilities in your school/district, this indicator cannot be performed by you, or is primarily performed by someone else, then **NA** would be appropriate.

- ***How can anyone be expected to perform so many indicators?***

Given the varied contexts and needs of schools, it is likely that some indicators will be more critical than others in helping to achieve school goals. It’s more important to select the most appropriate indicators to promote professional growth than trying to address too many indicators. Although the school leader is advised to respond to all 72 indicators in completing the SLSA, this does not mean that anyone is expected to demonstrate all indicators each year. The indicators address professional actions that may be demonstrated over the course one’s career, and at various stages of development (e.g., aspirants, students, experienced practitioners).

- ***Can the SLSA scale be used as my evaluation rubric?***

The SLSA is not a substitute for the Evaluation Rubric adopted by your district. Although, the SLSA and Connecticut’s Model Evaluation Rubrics are directly tied to the Connecticut Leadership Standards, they have different purposes. The Leadership Rubric was designed to address the Observation component of the Administrator Evaluation process. By contrast, the SLSA was designed for a wider range of purposes such as school leaders to consider their leadership capacity at various stages of their career. Despite the differences, the SLSA could be helpful for school leaders to reflect on professional strengths and needs in preparation for evaluation/professional development planning.

Appendix 1

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled “Connecticut Guidelines for Educator Evaluation.” Should the process established as required by the document entitled “Connecticut Guidelines for Educator Evaluation,” dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

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

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader ensures 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.

The Leader...

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>1.1: High Expectations for All</p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p>	<p>In addition to the characteristics of Proficient Practice:</p> <ul style="list-style-type: none"> • Creates a sense of co-accountability and shared responsibility with staff, parents, and community members for the achievement of goals. • Co-creates a shared vision of high expectations with multiple stakeholders beyond staff and students • Co-creates a cohesive SIP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization • Builds staff capacity to collaboratively maintain and implement a shared vision, mission, and goals articulating high expectations for high student achievement, including college and career readiness, for all students 	<ul style="list-style-type: none"> • Involves staff and students in developing, maintaining, and implementing a shared vision, mission and goals, which articulate high expectations, including college and career readiness, for all students. • Schools'/Departments' vision, mission and goals are grounded in the values, vision, and mission of the school district and represent urgency to engage in the work of the school/department. • Involves others in creating a cohesive SIP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization 	<ul style="list-style-type: none"> • Gives staff limited input into the development and maintenance of the vision, mission and goals, and the development of the vision mission and goals reflect mediocre or low expectations. • Minimally aligns schools'/departments' vision, mission and goals to the values, vision and mission of the school district. • Gives staff limited input into the development of the SIP; the SIP lacks coherence and is not fully aligned to the district improvement plan and does not fully use best practices of instruction and organization 	<ul style="list-style-type: none"> • Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff have high academic expectations. • Schools'/Departments' vision, mission and goals are not aligned to the values, vision and mission of the school district. • Does not develop the SIP or creates in isolation the SIP, which lacks coherence and is not aligned to the district improvement plan and does not use best practices of instruction and organization

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Chester, Deep River, Essex, Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: "Granby Leader Evaluation Continuum" developed by the Granby, CT School District, "School Leadership Framework" developed by the Denver School District, "Illinois Performance Standards for School Leaders Rubric", , and the "Connecticut Common Core of Leading".

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>1.2:</p> <p>Shared Commitments to Implement and Sustain the Vision, Mission and Goals</p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p>	<p><u>In addition to the</u> characteristics of Proficient Practice:</p> <ul style="list-style-type: none"> • Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions • Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations 	<ul style="list-style-type: none"> • Engages broad stakeholder input into the implementation of the school’s School Improvement Plan (SIP) aligned to the vision, mission and goals • Uses the SIP in conjunction with the school’s vision, mission and goals to guide decisions 	<ul style="list-style-type: none"> • Does not overtly support implementation of the SIP • Uses the SIP inconsistently in making decisions 	<ul style="list-style-type: none"> • Implements a SIP with little or no stakeholder involvement, but does not support implementation of the SIP • Does not use the SIP or vision, mission and goals in decision making
<p>1.3:</p> <p>Continuous Improvement toward the Vision, Mission and Goals</p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p>	<p>In addition to characteristics of Proficient Practice:</p> <ul style="list-style-type: none"> • Collaborates with multiple stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, specifically addressing areas for improvement at the school, classroom and student levels. 	<ul style="list-style-type: none"> • In monitoring the implementation of the SIP, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals • Aligns resources to address the gaps between the current outcomes and goals toward continuous improvement 	<ul style="list-style-type: none"> • Uses and analyzes minimal data sources to identify student needs and assess program implementations • Loosely aligns resources to the SIP 	<ul style="list-style-type: none"> • Demonstrates little awareness of data related to monitoring the implementation of the vision, mission and goals, and demonstrates little to no rationale for resources connected to vision, mission and goals

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Chester, Deep River, Essex, Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Performance Expectation 2: Teaching and Learning

Education leaders relentlessly focus on the success and achievement of all students by monitoring and continuously improving teaching and learning

The Leader...

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>2.1:</p> <p>Strong Professional Learning Culture</p> <p>Leaders develop a strong professional culture, which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts. • Leads a collaborative effort to build a culture of continuous personal and professional growth of each member. • Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning • Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students • Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. • Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities 	<ul style="list-style-type: none"> • Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. • Develops a culture of collaboration and models and fosters personal and professional growth among staff. • Provides timely, accurate, specific and ongoing feedback to improve teaching and learning. • Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building • Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. • Ensures that sufficient time is set aside for collaborative professional learning and development by teachers 	<ul style="list-style-type: none"> • Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it • Demonstrates commitment to collaboration and models professional growth • Provides feedback to staff inconsistently • May have teachers collaborate outside the classroom but teachers may not have opportunities to share practice with one another • May create structures for teacher collaboration but does not set expectations for the intentionality of those collaborative sessions 	<ul style="list-style-type: none"> • Demonstrates little or no awareness of ways to address the achievement gap and focuses improvement efforts on some-but not all-students. • Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges • Provides little feedback to staff and inconsistent monitoring • Rarely encourages sharing of best practice and instructional ideas

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ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>2.2:</p> <p>Curriculum and Instruction</p> <p>Leaders understand, implement and evaluate their district’s standards based curriculum and ensure alignment of the curriculum with the Connecticut Core and national standards; they also build the capacity of their staff to engage in this process. Leaders ensure that high expectations are set for all students, and that all students have the opportunity to learn the critical content of the curriculum</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceeds state and national standards • Monitors and evaluates the alignment of all instructional processes • Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students • Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls • Establishes structures and supports to sustain a continued focus on 	<ul style="list-style-type: none"> • Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress • Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. • Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students. • Provides faculty and students with access to instructional resources, training and technical support • Assists faculty and students to continually 	<ul style="list-style-type: none"> • Demonstrates emerging understanding and facility with state and national standards • Promotes instruction and assessment methods that are somewhat-but not completely-aligned to standards • Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs • Provides some support and resources to promote and extend learning beyond the classroom • Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens 	<ul style="list-style-type: none"> • Demonstrates little awareness of how to align curriculum standards, instruction and assessments • Demonstrates little awareness of how to align curriculum standards, instruction and assessments • Provides little leadership and support for collaborative teams • Provides little resources, training or technical support to teachers and students • Provides limited support or development for staff or students around global skills or dispositions and little focus on skills beyond academic standards

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ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

	developing the knowledge, skills and dispositions required of global citizens	develop the knowledge, skills and dispositions to live and succeed as global citizens		
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ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>2.3:</p> <p>Assessment and Accountability</p> <p>Supports the system for providing data driven professional learning and sharing of effective practice</p> <p>Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students • Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders • Builds capacity of staff to analyze data to identify and prioritize needs, guide grouping, reteaching, and continuous improvement 	<ul style="list-style-type: none"> • Uses multiple assessments and teacher evaluation to improve teaching and learning • Communicates progress toward the vision, mission and goals to vital stakeholders • Uses multiple data sources to drive instructional decisions and to identify/prioritize school wide areas of improvement; uses data also to identify and adjust school-wide priorities and to drive changes in practice for individual teachers 	<ul style="list-style-type: none"> • Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching • Provides updates to some stakeholders when required on student progress toward the vision, mission and goals • Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices with limited impact on teaching practices 	<ul style="list-style-type: none"> • Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning • Provides limited information about student progress to faculty and stakeholders • Unable to lead staff through continuous data review or lacks consistency in implementation

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ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>2.4: Reviews Instructional Practice</p> <p>Leaders set and maintain clear standards for excellent teaching based upon the latest research and standards. They regularly observe instruction and give detailed feedback to staff to aid them in improving their practice.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Works with staff to create cycles of action research (inquiry), where data is used to identify Problems of Practice, test hypotheses, discover new strategies and reduce achievement gaps • Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas 	<ul style="list-style-type: none"> • Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced. • Provides regular, actionable, and meaningful feedback to teachers • Expects action on feedback regarding classroom instruction. • Holds teachers accountable for trying new instructional strategies based on feedback • Gives timely support to teachers who are struggling with instruction to aid them in clearly understanding the next steps required to improve their practices 	<ul style="list-style-type: none"> • Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers 	<ul style="list-style-type: none"> • Provides little feedback to teachers, or if feedback is given it is of the nature that is only positive or unclear in terms of next steps and growth areas. • Rarely participates in reflective data-driven conversations with teachers to review student-level data. • Does not ensure that a focus on the CCSS Standards is embedded into site-based professional development.

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ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>3.1:</p> <p>Welfare and Safety of Students, Faculty and Staff</p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p>	<ul style="list-style-type: none"> • Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan, including the provision of appropriate health and social services. • Ensures all teachers engage in effective classroom management practices 	<ul style="list-style-type: none"> • Collaborates with staff and students in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan • Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services 	<ul style="list-style-type: none"> • Involves a limited number of staff and students in creating and monitoring a school climate safety plan • Inconsistently assists teachers in effective classroom management and inconsistently monitors the general health and welfare of students 	<ul style="list-style-type: none"> • Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues

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Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>3.2: Operational Systems</p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<ul style="list-style-type: none"> • Proactively works with the appropriate staff in order to develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns. • Routinely seeks input from staff regarding the need for updated resources and data systems to improve teaching and learning practices • Effectively advocates for the acquisition, maintenance and purchase of equipment and technology to improve and support the teaching and learning environment 	<ul style="list-style-type: none"> • Ensures safe operations of the physical plant that supports a positive learning environment. • Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to improve teaching and learning practices • Oversees acquisition, maintenance and security of equipment and technologies that improve and support the teaching and learning environment 	<ul style="list-style-type: none"> • Inconsistently addresses safety requirements and provides limited evaluation of current and future safety concerns. • Inconsistently uses communication and data systems to support instructional practices and school operations. • Maintains existing technology and identifies some new technologies that support and improve teaching and learning 	<ul style="list-style-type: none"> • Physical plant maintenance and safety concerns are not addressed and fails to identify compliance and safety requirements • Resources and data systems inadequately support instructional practices and school operations • Demonstrates inconsistent and ineffective use and support of technology that improve teaching and learning

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ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>3.3:</p> <p>Fiscal and Human Resources</p> <p>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	<ul style="list-style-type: none"> • Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals • Involves stakeholders to successfully recruit, support, and retain highly effective staff 	<ul style="list-style-type: none"> • Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible • Implements practices to recruit support and retain qualified staff 	<ul style="list-style-type: none"> • Develops and implements a budget within fiscal guidelines that inadequately addresses school and district goals • Efforts to recruit, support and retain qualified staff are inconsistent 	<ul style="list-style-type: none"> • Submits a budget out of alignment with district guidelines and school improvement goals • Uses few recruiting resources and demonstrates little effort to support and retain qualified staff

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ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>4.1:</p> <p>Collaboration with Families and Community Members</p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between stakeholder groups. • Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school-wide and student-specific learning 	<ul style="list-style-type: none"> • Enhances and maintains trusting relationships among and between a variety of stakeholder groups • Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests • Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community • Actively communicates the successes of the school to the broader community • Ensures that academic progress reporting is easily and meaningfully interpreted by parents 	<ul style="list-style-type: none"> • Articulates a belief that building and maintaining relationships are important but may not be able to successfully establish or enhance relationships • Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community • Finds ways to communicate the successes of the school to the broader community but may do so inconsistently. • Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents. 	<ul style="list-style-type: none"> • Does not develop positive relationships and/or undermines positive relationships that exist • Provides limited opportunities for families to engage in educational decision-making and student learning

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ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>4.2: Community Interests and Needs</p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p>	<ul style="list-style-type: none"> • Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints to new perspectives • Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community • Shares responsibility with all staff for community outreach by generating and participating in efforts to create community partnerships • Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students. • Empowers parents and community members as strong leaders in the school • Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community 	<ul style="list-style-type: none"> • Communicates regularly and effectively with all stakeholders • Uses assessment strategies and research methods to understand and address the diverse needs of students and community • Capitalizes on the diversity of the community as an asset to strengthen education • Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. 	<ul style="list-style-type: none"> • Communicates regularly with stakeholders • Collects some information to understand and provide for diverse student and community needs • Transmits a general sense of commitment to meet diverse needs of the community’s students 	<ul style="list-style-type: none"> • Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders • Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics • Demonstrates little awareness of community diversity as an educational asset • Community partnerships are not evident

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ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>4.3:</p> <p>Community Resources</p> <p>Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.</p>	<ul style="list-style-type: none"> • Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families • Develops community partnerships that reflect the community, understand the mission of the school and actively support its vision 	<ul style="list-style-type: none"> • Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families • Engages local business and non-profit organizations to support the vision and mission of the school 	<ul style="list-style-type: none"> • Develops some relationships with community organizations and agencies and provides some access to services for families 	<ul style="list-style-type: none"> • Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families

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ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>5.1</p> <p>Ethical and Legal Standards of the Profession</p> <p>Leaders demonstrate ethical and legal behavior.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> Fosters the highest ethics within the district and community 	<ul style="list-style-type: none"> Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators 	n/a	<ul style="list-style-type: none"> Demonstrates limited or inconsistent ethics in personal and professional practice
<p>5.2</p> <p>Personal Values and Beliefs</p> <p>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles 	<ul style="list-style-type: none"> Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles 	<ul style="list-style-type: none"> Inconsistently demonstrates respect for the individual and / or inconsistently advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principle 	<ul style="list-style-type: none"> Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals

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<p>5.3</p> <p>High Standards for Self and Others</p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Sets up, supports and participates in processes and systems for action research and systemic learning 	<ul style="list-style-type: none"> • Models, reflects on and builds capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning • Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement • Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary 	<ul style="list-style-type: none"> • Recognizes the importance of personal learning needs of self and others but does not consistently model, reflect on and / or build capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning 	<ul style="list-style-type: none"> • Demonstrates little commitment to reflective practice and ongoing improvement in self and others • Demonstrates little or inconsistent use of professional development and resources to strengthen teaching and learning

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ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>6.1</p> <p>Professional Influence</p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Actively participates with local, regional and/or national stakeholders and policy makers in community and/or state/national organizations • All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships 	<ul style="list-style-type: none"> • Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests 	<ul style="list-style-type: none"> • Maintains professional and cordial relationships with some stakeholders and policy makers • May welcome stakeholder input but has not established structures for accepting and utilizing feedback 	<ul style="list-style-type: none"> • Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues • Lacks creativity and consistency in communications ,regarding the successes of the school to the broader community
<p>6.2</p> <p>The Educational Policy Environment</p> <p>Leaders uphold and contribute to policies and political support for excellence and equity in education.</p>	<ul style="list-style-type: none"> • Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs • Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding 	<ul style="list-style-type: none"> • Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations • Communicates effectively with the community on policy • Upholds policy and regulations in support of education 	<ul style="list-style-type: none"> • Reviews school and student growth data. • Provides information to decision makers and stakeholders about policies and regulations 	<ul style="list-style-type: none"> • Demonstrates little understanding and ineffective communication of student performance data • Demonstrates ineffective communication with members of the school and community on policies

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p>6.3</p> <p>Policy Engagement</p> <p>Leaders engage policymakers to inform and improve education policy.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Proactively engages and collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education 	<ul style="list-style-type: none"> • 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 • Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education 	<ul style="list-style-type: none"> • Demonstrates limited ability to analyze and share data to inform district and school planning, policies and programs • Identifies some policies and procedures supporting equity and seeks opportunities to communicate 	<ul style="list-style-type: none"> • Demonstrates little to no understanding of or involvement with others to inform or advocate for district and school planning, policies and programs within and/or outside of own school or district

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