

Rocky Hill Public Schools

SEED: System for Educator Evaluation and Development



Our Rocky Hill plan is adapted from Connecticut's System for Educator Evaluation and Development (SEED) model and guided by Connecticut Guidelines for Educator Evaluation that was developed in June 2012 by a diverse group of educators that make up the Performance Evaluation Advisory Council (PEAC)
(Appendix A)

ROCKY HILL PUBLIC SCHOOLS

Rocky Hill SEED Development Team

Name	School	Position
Dr. Mark Zito	Central Office	Superintendent
Darlene Brown	Central Office	Assistant Superintendent
Dr. Cathryn Riggs	Central Office	Director of Special Education
Joan Gilbert	Central Office	Special Education Supervisor
Katie DeLoureiro	Districtwide	Instructional Technology Facilitator
Mario Almeida	Rocky Hill High School	Principal
Mary Oberndorfer	Rocky Hill High School	Social Studies Teacher
David Dubos	Rocky Hill High School	PE Teacher / Program Supervisor
Michelle Bartha	Griswold Middle School	Math Teacher/Math Program Supervisor/RHTA Co-President
Gail Thibodeau	Griswold Middle School	Reading Teacher/ English Program Supervisor
Scott Nozik	West Hill Elementary School	Principal
Mary Iacobucci	West Hill Elementary School	Teacher – Grade 1
Jason Maziarz	Myrtle H. Stevens Elementary School	Principal
Lori Cebelius	Myrtle H. Stevens Elementary School	Grade 2 Teacher/RHTA Co-President
Anne Kraner	Myrtle H. Stevens Elementary School	Grade 3 Teacher

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Rocky Hill Public Schools Teacher Evaluation Model

The Rocky Hill Public Schools has created their own version of the State of Connecticut model for Teacher evaluation as outlined in the following document.

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

This document outlines Rocky Hill Public Schools' model for the evaluation and development of teachers throughout the district. Rocky Hill's model is based on Connecticut's System for Educator Evaluation and Development (SEED) and is rooted in the Connecticut Guidelines for Educator Evaluation. However, Rocky Hill has created their own version of the CT SEED model.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often neglect to do these things in a meaningful way. The goal of Rocky Hill's new teacher evaluation plan is to recognize our teachers as the hard working professionals that they are. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of Rocky Hill's SEED model.

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

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%). These categories are grounded in research-based, national standards: Charlotte Danielson's *Framework for Teaching*; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT Assessments¹; and locally-developed curriculum standards.

¹Connecticut Mastery Test (CMT): The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.

Connecticut Academic Performance Test (CAPT): The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.

- *Promote both professional judgment and consistency*
 Assessing a teacher’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between school leaders’ evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*
 This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*
 Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Rocky Hill’s SEED model promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.
- *Ensure feasibility of implementation*
 Launching this new model will require hard work. Throughout the Rocky Hill Public Schools, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) **Observation of teacher performance and practice (40%)** as defined in Rocky Hill’s Framework for Teacher Evaluation and Support (Charlotte Danielson Framework for Teaching), which articulates four domains and twenty-two components of teacher practice
 - (b) **Parent feedback (10%)** on teacher practice through surveys.
- 2. Student Outcomes Related Indicators:** An evaluation of teachers’ contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - (a) **Student growth and development (45%)** as determined by the teacher’s student learning objectives (SLOs) and indicators of academic growth and development (IAGDs).
 - (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators (5%) based on each school’s SPI and their progress towards achieving SPI targets for all subject areas and subgroups of 20 or more students.

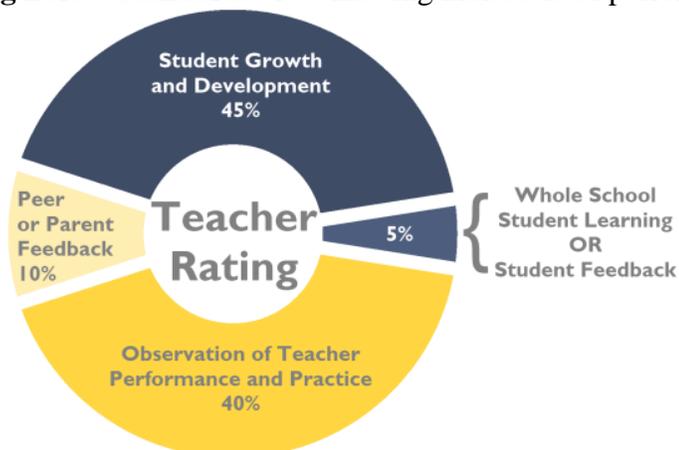
Scores from each of the four categories will be combined to produce a summative performance rating of *Exceeding the Standard*, *Meeting the Standard*, *Working Towards the Standards* and *Performing Below the Standard*. The performance levels are defined as:

Exceeding the Standard– Substantially exceeding indicators of performance

Meeting the Standard– Meeting indicators of performance

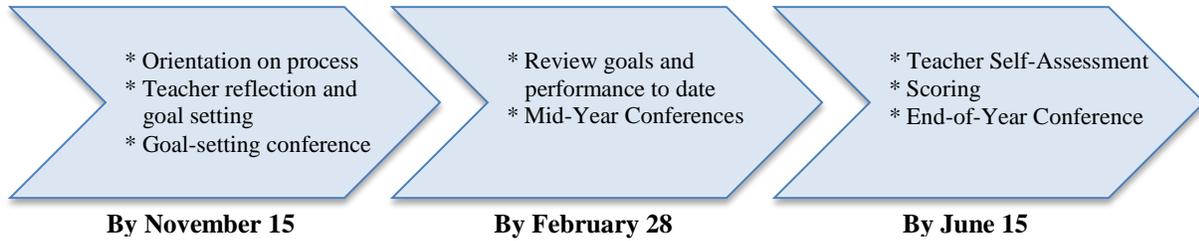
Working Towards the Standard– Meeting some indicators of performance but not others

Performing Below Standard – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

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



Goal-Setting and Planning:

Timeframe: Must be completed by November 15

1. *Orientation on Process* – Rocky Hill administrators/evaluators will meet before the school year to review the district’s policies on teacher evaluation and to recalibrate their observation and scoring procedures. The Center for School Change has been working with administrators on Charlotte Danielson’s Framework for Teaching and the calibration of administrators’ observation techniques beginning with the 2013-2014 school year. Evaluators have analyzed the Danielson framework and worked together to evaluate teacher performance by viewing videos of teachers’ lessons, creating district videos for scoring, and practicing the use of the Danielson framework with a select group of teachers as they conduct observations. Administrator Professional Development will continue.

All Rocky Hill Public Schools faculty members received an overview of the new teacher evaluation plan during the 2013-2014 school year with training from CREC and updates from the Assistant Superintendent as the Rocky Hill plan was developed and implemented. Faculty will be instructed on the evaluation process during the teacher professional development days prior to the start of school. For the first year of implementation, the orientation was a full day training. In subsequent years, ongoing training will be modified for this purpose. District and school improvement goals will be shared with faculty and reflected in teachers’ practice goals and student learning objectives (SLO’s). The development of SLO’s and Indicators of Academic Growth and Development (IAGDs) will be part of this process. Evaluators will meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. Teachers will understand and will commit to set time aside for

the types of collaboration required by the evaluation process. New teachers to the Rocky Hill school system will also receive additional training at the New Teacher Orientation the week prior to the start of school.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, and prior year evaluation results and the Rocky Hill SEED to draft a proposed performance and practice reflective goal(s) and a student learning objective (SLO). The teacher may collaborate in grade-level or subject matter teams to support the goal-setting process. The results of a school wide parent survey will be used by the school faculty and administration to develop a global goal for the school. Each teacher will determine how they will achieve that goal in their classroom. Surveys will be completed in the spring of each year so that teachers will have survey results when goal setting takes place.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. Goal setting will be complete by October 15th for non-tenured teachers and by November 15th for all faculty.

Mid-Year Check-In:

Timeframe: January and February

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

End-of-Year Summative Review:

Timeframe: May and June; must be completed by June 30

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final,

summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation on or before June 15.

Teacher Evaluation Plan Timeline

Goal Setting and Planning	Mid-Year Check-In	End of Year Review
<ul style="list-style-type: none"> • Orientation • Teacher reflection and goal-setting • Goal-setting conferences 	<ul style="list-style-type: none"> • Review goals and performance • Mid-year conference 	<ul style="list-style-type: none"> • Teacher self-assessment • Scoring • End of year conference
By November 15	January/Feb	June 15

Date	Teacher	Administrator
July/August	<ul style="list-style-type: none"> • Review of the process for veteran teachers • Orientation to the process for new faculty 	<ul style="list-style-type: none"> • Review of process • Review of student data • Review of parent survey data • SPI rating/SIP revisions • Adm. Goal setting, plan development
September	<ul style="list-style-type: none"> • Data review; state test results, student assessment data, parent survey results • Teacher reflection • Goal development 	<ul style="list-style-type: none"> • SIP implementation • Evidence collection • Orient teachers to process • Begin teacher conferences • Conduct observations
October 15	<ul style="list-style-type: none"> • Non-tenured goal setting 	
November 15	<ul style="list-style-type: none"> • Goal setting complete 	<ul style="list-style-type: none"> • Final approval of all goals • Conduct observations
November/December	<ul style="list-style-type: none"> • Working on the goal • Collecting evidence 	<ul style="list-style-type: none"> • Conduct observations
December 15	<ul style="list-style-type: none"> • Non-tenured mid-year meeting 	
January/February	<ul style="list-style-type: none"> • Mid-year check in • Working on the goal • Collecting evidence 	<ul style="list-style-type: none"> • Mid-year formative assessment • End of Feb: Names of possible non-renewals due to HR
March/April	<ul style="list-style-type: none"> • Working on the goal • Collecting evidence • Student data collection 	<ul style="list-style-type: none"> • Adm. self-assessment • Parent survey • Stakeholder survey • March 22: Names of non-renewals due to HR • April 1: Non-tenure summatives due to HR
May	<ul style="list-style-type: none"> • Teacher self-reflection • Collecting evidence • End of year conference 	<ul style="list-style-type: none"> • Preliminary summative assessment • End of year conferences with teachers
June 15		<ul style="list-style-type: none"> • End of year summatives completed
July/August But no later than September 15		<ul style="list-style-type: none"> • Revise teacher summatives, if needed

Evaluators

The primary evaluator for most teachers will be the school principal and assistant principals at the middle and high school levels, who will be responsible for the overall evaluation process, including assigning summative ratings for the majority of faculty members. All administrative staff will assist in the evaluation process for teachers. The Director of Special Education and Pupil Services and the Special Education Supervisor will be responsible for the evaluations of special education and pupil services staff. The K-12 Language Arts Coordinator and the K-12 Math Coordinator will evaluate faculty in the reading, English and math departments and possibly other areas, if needed.

Evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. Rocky Hill evaluators will work with the Center for School Change's criteria on the following topics:

- The development of a shared understanding of high quality lesson design and delivery using the Charlotte Danielson framework for teaching.
- The use of protocols and rubrics to collect, describe, discuss, and analyze observational data.
- The Video Visitation process through which evaluators
 1. view videos of teaching at all levels and calibrate their rubric ratings
 2. examine the teacher's performance and practice goal(s), parent feedback goal, student learning objectives (SLOs), and whole school learning goal and discuss the teacher's progress toward those goals as evidenced in the video and/or in the administrator's overview

Evaluators must demonstrate proficiency by evaluating a sample teacher case study (or studies) prepared and evaluated by the Center for School Change, which will include:

- a collection of evidence submitted by the teacher
- the evidence collected by an administrator during informal/or formal observations
- a videotape of the teacher conducting a lesson (for which they will complete the rubrics and prepare for a post-conference)

Administrators will be deemed "proficient" if their evaluation of the teacher's strengths and areas of challenge are substantially the same as those determined by the Center for School Change's models.

At the request of a principal or an employee, central office administrators will review evaluation ratings that include dissimilar ratings in different categories such as teacher performance and student outcomes(e.g., include both "*exceeding the standard* and *performing below standard* ratings). In these cases, the Assistant Superintendent will determine a final summative rating.

In addition, the Superintendent and/or Assistant Superintendent will review randomly selected evaluation evidence files from each school.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

In any sector, people learn and grow by co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout Rocky Hill's SEED model, every teacher will collaborate with his/her evaluator to identify the teacher's professional learning needs. This decision 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 will be based on the individual strengths and needs as they are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Career Development and Growth

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

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

Improvement and Remediation Plans (Intensive Supervision)

If a teacher's performance is rated as *working toward the standard* or *below the standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan will be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

While the primary goal of the Rocky Hill SEED plan is to promote teacher learning to enhance the capacity of the district to promote quality teaching and learning, it does happen that occasionally accomplished teachers may experience difficulty in consistently demonstrating competence as

described in the Rocky Hill Framework. The purpose of this phase of the Rocky Hill SEED plan is to provide additional support and guidance to professionals with identified weaknesses in order to improve performance. This phase will include close supervision from the teacher's immediate supervisor. Support will be offered to the teacher. The teacher will be encouraged to self-select professional readings and attend conferences to promote their professional growth. Additionally, professional readings and conferences may be offered to the teacher in this phase by the school district to promote the teacher's professional growth.

Teachers assigned to Intensive Supervision will work cooperatively with their immediate supervisor to develop and implement an individualized remediation plan. The supervisor will offer reasonable assistance so that the teacher can improve his/her performance in the areas that were considered unsatisfactory. This assistance may include positive suggestions, resource materials, and referrals to other individuals, as appropriate. A time frame that allows the teacher adequate opportunity to improve will be stated. The teacher is responsible for coordinating their plan of action and maintaining documentation relative to their progress.

The supervisor will advise the teacher that Intensive Supervision Phase, while designed to improve performance, may result in the termination of employment, if unsuccessful.

In order to provide the teacher with positive support, all persons involved in the Intensive Supervision Phase will maintain the highest level of professional confidentiality.

Initial placement in this Phase will be for 90 school days. If an educator demonstrates mastery of the deficit areas prior to 90 days, he/she will be returned to the regular evaluation process earlier than the 90-day period.

Step 1 – Notification

If a supervisor has labeled teacher's performance as *below standard* or *working towards the standard*, the supervisor must notify the educator that he/she is being placed in the Intensive Supervision Phase. Teacher is placed on Intensive Assistance and Supervision at any point during the evaluation cycle when the evaluator observes and documents persistent or serious weakness in one or more of the foundational skills and competencies as identified in the Common Core of Teaching and Discipline Based Standards. This notification can happen at any point in the school year and will be both verbal and written. In the notification, the supervisor will identify the domains the educator is not meeting and provide documentation that describes the specific problem area(s). At this time, the supervisor will also advise the superintendent of schools. A teacher may elect to have union representation in the meeting to review their evaluation or develop an action plan. The educator will also be informed that a mutually agreed upon cognitive coach/peer mentor may also be identified.

Step 2 – Action Planning

The teacher and the supervisor will develop a plan of action that incorporates teacher and supervisor input. This plan will identify the support and resources necessary to assist the teacher in improving performance in the areas cited in the notice of Step 1. The plan should clearly outline the desired outcome(s) or behavior(s) and the intervention strategies designed to address the deficiency. The interventions should include objectives that are reasonable, clear, specific, and in response to a pattern of behavior outlined by the supervisor. An objective should be written for each identified

problem or Teaching Standard that is identified as deficient. However, the supervisor, in collaboration with the teacher, must determine the number and priority of objectives that will be addressed at any one time. The action plan will specify a realistic and firm timeline for each objective.

For each domain needing improvement, the action plan will outline the data or evidence that needs to be collected. In most cases, multiple data sources will need to be collected in order to demonstrate evidence of improvement.

Included in this plan may be the names of other professionals, such as peer mentors, teaching colleagues, district and building resource teachers, instructional leaders and others with specific expertise and knowledge who may be called upon by the teacher to provide assistance. These individuals, however, will not be involved in making the summative decision regarding whether the teacher has met the desired outcome. The supervisor who has responsibility for the teacher's final evaluation maintains that role.

At the beginning of the action plan, the teacher may request that the superintendent assign an administrator from another building to serve as co-supervisor and evaluator. If such a request is made, the superintendent will decide which administrator will have responsibility for the teacher's final evaluation.

Step 3 - Evaluation

The teacher and the evaluator will document evidence of progress in writing. The teacher may submit objective evidence from other sources. Once the data has been collected or the timeline has expired, the evaluator must make a final evaluation of whether the teacher has attained the plan's objectives. At this time, the evaluator will make one of the following recommendations to the superintendent of schools:

- 1) the deficient areas have been resolved, and the teacher has an average rating of meeting the standard or higher and will return to regular evaluation process
- 2) the teacher is making progress but has not yet addressed all the areas of concern and an extended plan of action should be developed
- 3) the teacher is not making progress and/or is demonstrating an inability or unwillingness to improve. The teacher continues to average 2 or lower on one or more domains. The teacher is deemed ineffective and termination is recommended.

APPEAL PROCESS

Appeals regarding evaluation will be heard by an appeals committee. An impartial teacher chosen by the EAP and an impartial administrator selected by the Superintendent will make up the appeal committee with the superintendent. The appeals committee will discuss the presentation made by the teacher and administrator. The final decision rests with the Superintendent. The outcome of the appeal will be rendered within 10 days.

Rocky Hill Public Schools

Intensive Assistance and Supervision Option

At times, there is a need for Intensive Assistance and Supervision procedures relative to the decisions for continued employment of tenured teachers. A teacher is placed on Intensive Assistance and Supervision at any point during the evaluation cycle when the evaluator observes and documents persistent or serious weakness in one or more of the foundational skills and competencies as identified in the Common Core of Teaching and Discipline Based Standards. The teacher will be notified in writing by the evaluator of their placement on Intensive Assistance, with a copy of the letter sent to the Superintendent of Schools. Intensive Assistance is a procedure used to help the teacher improve sufficiently to return to the regular evaluation process.

The following procedures and timetables will be regarded as district guidelines:

After Placement on
Intensive Assistance and Supervision

Intensive Assistance and Supervision Timetable

By the 15th school day:

Evaluator and teacher will have an initial conference to:

1. Identify specific areas of concern
2. Develop plans to resolve areas of concern
3. Define the Intensive Assistance to be offered

A summary of this meeting will be sent to the Superintendent of schools.

By the 30th school day:

Evaluator will conduct at least one formal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

By the 50th school day:

Evaluator will conduct at least a second formal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

By 70th school day:

Evaluator will conduct at least a third formal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

By 90th school day:

Evaluator will conduct at least one informal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

Prior to the 110 school day:

Evaluator will submit a summary report to the Superintendent of Schools with copies of all data and will recommend to the Superintendent removal from Intensive Assistance and Supervision or termination.

By the 110th school day:

The Superintendent will notify the teacher in writing of his/her decision. If a decision for continued employment is rendered, the teacher will return to the appropriate phase of the evaluation cycle including continuing on Intensive Assistance. If a decision for non-renewal is rendered, the Superintendent will present the name of the teacher to the Board of Education recommending such action.

The teacher will remain on Intensive Assistance until one of the following occurs:

1. Removal from Intensive Assistance
2. Termination of contract

Under no circumstances will a teacher remain on Intensive Assistance longer than twelve (12) calendar months unless a recommendation for termination of contract has been made.

During the period of Intensive Assistance and Supervision, the teacher and the evaluator will meet at least once every thirty (30) calendar days to discuss areas of concern. The evaluator will send written progress reports to the Superintendent after each conference.

A report to the Superintendent will include the following:

1. Specific areas of concern
2. Plans to remove areas of concern
3. Supervisory assistance to be offered
4. Progress made to date
5. Date(s) of conference(s)

Copies of all written materials will be shared among the teacher, evaluator, and Superintendent. Each may attach written comments to any reports or other written materials.

If classroom observations are part of the Intensive Assistance plan, they will not be scheduled during the first 10 days of school or within the last 10 days at the end of the school year. In all other matters, the Intensive Assistance timetable will remain unchanged.

Evaluation Documents: Appendix B

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators are half of the Rocky Hill SEED teacher evaluation model. These indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. They are comprised of two categories:

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

These categories will be described in detail below.

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

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

Rocky Hill's Teacher Practice Framework

A diverse committee of Rocky Hill teachers and administrators reviewed the research and options for a framework of teaching practice and chose to adopt the standards the Charlotte Danielson's 2013 *Framework for Teaching*.

The Rocky Hill Framework for Teacher Evaluation and Support is organized into four domains, each with 4-6 components.

Charlotte Danielson's Framework for Teaching

Domain 1: Planning and Preparation

- 1a: Demonstrating knowledge of content and pedagogy
- 1b: Demonstrating knowledge of students
- 1c: Setting instructional outcomes
- 1d: Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Designing student assessments

Domain 2: The Classroom Environment

- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing student behavior
- 2e: Organizing physical space

Domain 4: Professional Responsibilities

- 4a: Reflecting on teaching
- 4b: Maintaining accurate records
- 4c: Communicating with families
- 4d: Participating in a professional community
- 4e. Growing and developing professionally
- 4f. Showing professionalism

Domain 3: Instruction

- 3a: Communicating with students
- 3b: Using questioning and discussion techniques
- 3c: Engaging students in learning
- 3d: Using assessment in instruction
- 3e: Demonstrating flexibility and responsiveness

Overview of the Rocky Hill Observation Process

Guiding Beliefs

- Teachers need timely feedback after their observation.
- The observations process should be supportive and help teachers to understand how they can become even better teachers.
- Teachers want multiple ways of getting feedback.
- The evaluation may also include what each teacher does to make the school or department better.
- Both teacher and administrator reflection are an important part of the process.
- Teacher evaluation involves determining a teacher's ability to teach as well as helping to improve professional skills.

Timeline	Non-Tenured Teachers (Years 1-2) or Any Teacher Below Standard or Working Toward the Standard	Tenured Teachers Or Non-Tenured Teachers (Years 3-4) Meeting the Standard & Exceeding the Standard
July/August	<ul style="list-style-type: none"> • Explanation/Review of Process 	<ul style="list-style-type: none"> • Explanation/Review of Process
September	<ul style="list-style-type: none"> • Data Review • Goal Development 	<ul style="list-style-type: none"> • Data Review • Goal Development
By October 15 th	<ul style="list-style-type: none"> • Completed Goal Setting Form which includes: <ul style="list-style-type: none"> ○ 1 SLO Goal/2 IAGD's ○ 1 Performance and Practice Goal ○ Parent Feedback Goal • Evaluator will share Whole School Goal (based on SPI) 	
By November 15 th		<ul style="list-style-type: none"> • Completed Goal Setting Form which includes: <ul style="list-style-type: none"> ○ 1 SLO Goal/2 IAGD's ○ 1 Performance and Practice Goal ○ Parent Feedback Goal • Evaluator will share Whole School Goal (based on SPI)
By November 30 th	<ul style="list-style-type: none"> • 1 Formal In-Class Observation with Pre/Post Conference 	
December 15 th	<ul style="list-style-type: none"> • Completed Mid-Year Self- Assessment Form • Review Goals and Performance to date • Make Revisions/Adjustments, as necessary 	
By January 15 th	<ul style="list-style-type: none"> • 2nd Formal Observation with Pre/Post Conference 	

By January 30 th		<ul style="list-style-type: none"> Completed Mid-Year Self-Assessment Form Review Goals and Performance to date Make Revisions/Adjustments as necessary
By March 1 st	<ul style="list-style-type: none"> 3rd Unannounced Formal Observation with Post Conference 	<ul style="list-style-type: none"> 1 Formal Observation with Pre/Post Conference
By March 15 th	<ul style="list-style-type: none"> Meeting between teacher and evaluator 	
By March 30 th	<ul style="list-style-type: none"> Rating to Date 	
By June 15 th (and/or 5 days prior to the last student day)	<ul style="list-style-type: none"> Summative Review of Goals Teacher to complete End-of-Year Summative Review: Teacher Self-Assessment Form Evaluator to complete Review of Practice End of Year Rating 	<ul style="list-style-type: none"> Summative Review of Goals Teacher to complete End-of-Year Summative Review: Teacher Self-Assessment Form Evaluator to complete Review of Practice End of Year Rating
By September 15 th	<ul style="list-style-type: none"> Adjustment made should state standardized test data significantly impact teacher summative rating 	<ul style="list-style-type: none"> Adjustment made should state standardized test data significantly impact teacher summative rating

***Non-Tenured Teachers Years 1 and 2
Or any Teacher Below Standard or Working Toward the Standard***

- Teachers will conduct a data review, analyzing the baseline data for the most important learning needs of the school's student population.
- Teachers will complete the Goal Setting Form which will include:
 - Teachers will set goals for the year that must include one student learning objective (SLO) with two Indicators of Academic Growth and Development (IAGD). If teachers need professional development in order to accomplish their goals, they should indicate this on the goal form.
 - Teachers will establish one Performance and Practice Goal from Charlotte Danielson's domains. This goal is a personal goal set by the teacher that will not involve data collection.
 - Teachers will establish one Parent Feedback Goal.
- The beginning-of-the-year meeting will be held no later than **October 15**. During this meeting the initial framework (rubric) ratings will be discussed and the Goal Setting Form will be completed.
- By **October 15**, evaluator will share the Whole School Goal.
- By **November 30**, teachers will have a minimum of one "formal" observation (pre- and post-meeting with written feedback.)
- The mid-year meeting will be held no later than **December 15**. There should be no less than one formal observation (pre- and post- meeting, no less than 30 minutes) completed by this time. The teacher and administrator will discuss progress on the Rocky Hill Framework (rubrics) and on the teacher's goals. Teachers should articulate how they have worked on the framework skills as well as their impact on students and their practice.
- **By January 15**, a second formal observation will be conducted with a pre and post conference.
- By **March 1**, a third unannounced formal observation will be conducted with a post conference.
- On or before **March 15** there should be a second meeting between the teacher and the administrator. During the March meeting there will be a discussion about growth on the focus areas of the Framework (rubric).
- If the teacher is considered for non-renewal or termination, this meeting must be held prior to the end of March. Final Framework (rubric) ratings and progress on goals are discussed at this meeting.

- By **March 30**, the teacher will have a rating assigned based on the data compiled to date.
- Decisions to non-renew will be determined prior to **March 30**.
- The end-of-year conference must be held prior to the end of the school year by **June 15** and/or 5 days prior to the last student day. Goal Forms and Framework rubrics must be completed by the teacher prior to the meeting.
- Any teacher tenured teacher who end the year with a “developing” or below standard” rating (1 or 2) must be placed on an Intensive Assistance & Supervision Plan.
- If the teacher is unable to increase his/her rating to proficient by the end of the Intensive Assistance & Supervision Plan, they will be deemed “Ineffective.”
- By June 15, evaluator will complete the Review of Practice.

Tenured Teachers

Or Non-Tenured teachers (Years 3 and 4) Meeting the Standard & Exceeding the Standard

- Teachers will conduct a data review, analyzing the baseline data for the most important learning needs of the school’s student population.
- Teachers will complete the Goal Setting Form which will include:
 - Teachers will set goals for the year that must include one student learning objective (SLO) with two Indicators of Academic Growth and Development (IAGD). If teachers need professional development in order to accomplish their goals, they should indicate this on the goal form.
 - Teachers will establish one Performance and Practice Goal from Charlotte Danielson’s domains. This goal is a personal goal set by the teacher that will not involve data collection.
 - Teachers will establish one Parent Feedback Goal.
- The beginning-of-the-year meeting will be held no later than **November 15**. During this meeting the initial framework (rubric) ratings will be discussed and the goals setting form will be completed.
- By **November 30**, evaluator will share Whole School Goal.
- The mid-year meeting will be held no later than **January 30**. There should be no less than one formal observation (pre- and post- meeting, no less than 30 minutes) completed by this time. The teacher and administrator will discuss progress on the Rocky Hill Framework (rubrics) and on the teacher’s goals. Teachers should articulate how they have worked on the framework skills as well as their impact on students and their practice.

- If it is the teacher's tenure year, this meeting must be held prior to the end of March. Final Framework (rubric) ratings and progress on goals are discussed at this meeting. Teachers must have an average rating of 3 or higher in all areas in order to be granted tenure.
- The end-of-year conference must be held prior to the end of the school year by **June 15** and/or 5 days prior to the last student day. Goal forms and Framework rubrics must be completed by the teacher prior to the meeting.
- Any teacher tenured teacher who end the year with a "developing" or below standard" rating (1 or 2) must be placed on an Intensive Assistance & Supervision Plan.
- If the teacher is unable to increase his/her rating to proficient by the end of the Intensive Assistance & Supervision Plan, they will be deemed "Ineffective."

Teacher Performance and Practice: Observations

Pre-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are required for all formal observations.

Post-Conferences

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

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

Classroom observations provide the most evidence for domains 2 and 3 of the Charlotte Danielson's Framework for Teaching, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Teacher Performance and Practice: Reviews of Practice

Review of Practice

This evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Charlotte Danielson's Framework for Teaching. All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events. All evaluated teachers will have a minimum of 1 Review of Practice yearly.

Feedback

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

- specific evidence and ratings, where appropriate, on observed components of the Charlotte Danielson's Framework for Teaching;
- prioritized commendations and recommendations for development actions;

- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Teacher Performance and Practice: Goal-Setting

As described in the Evaluation Process and Timeline section, teachers develop a minimum of one practice and one performance goal that is aligned to the Charlotte Danielson Framework for Teaching. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop his or her practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *meeting the standard* or *exceeding the standard* on the Rocky Hill Framework for Teacher Evaluation and Support. Schools may decide to create a school-wide goal aligned to a particular component that all teachers will include as one of their goals. Similarly grade levels or departments might decide to create a goal that all teachers at the grade level or department will include as one of their goals.

Teacher Performance and Practice: Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Framework components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

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

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 22 components.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Average domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 22 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year’s observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 22 components. Some questions to consider while analyzing the evidence include:

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

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

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

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exceeding the Standard* = 4. See example below for Domain 1:

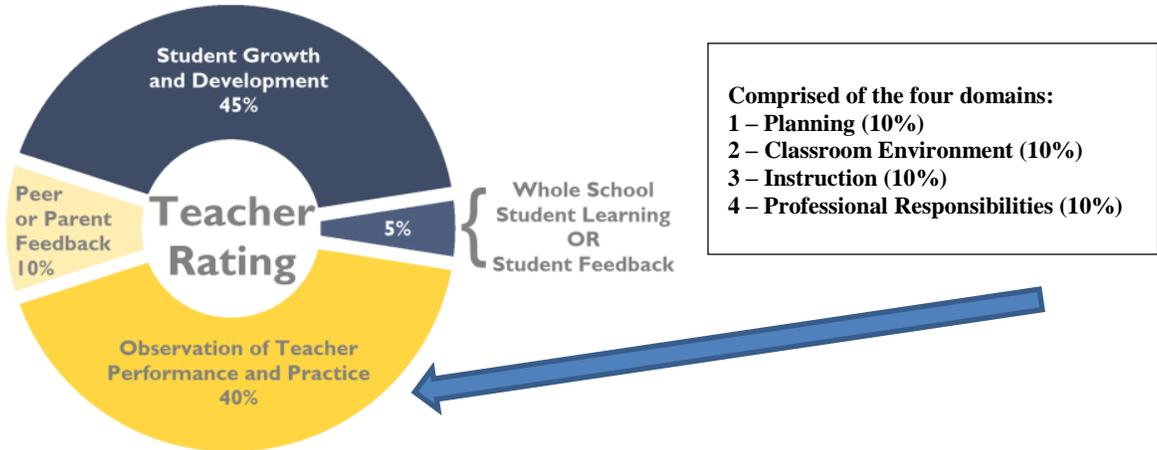
Domain 1	Rating	Evaluator’s Score
1a.	<i>Working Towards the Standard</i>	2
1b.	<i>Working Towards the Standard</i>	2
1c.	<i>Meeting the Standard</i>	3
1d.	<i>Exceeding the Standard</i>	4
1e.	<i>Meeting the Standard</i>	3
1f.	<i>Meeting the Standard</i>	3

- 2) Each domain will be averaged to a tenth of a decimal:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted equally for a combined total of 40% of the summative rating.



Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

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

Category #2: Peer or Parent Feedback (10%)

Feedback from parents will be used to determine the remaining 10% of the teacher's Peer or Parent Feedback Rating.

The process described below focuses on:

- (1) conducting a whole-school parent survey (data is aggregated at the school level);
- (2) determining a school-level parent goal(s) based on the survey feedback;
- (3) teacher and evaluator identifying one related parent feedback goal;
- (4) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys (see Appendix C) will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level.

Surveys will be confidential because the survey will be conducted via an online system or surveying system. Respondents do not enter their names as they complete the survey. The surveys will be taken on-line. If a parent does not have access to the Internet and wishes to complete the survey, provisions will be made to enable them to complete the survey anonymously. A baseline survey will be given in April of 2013. Subsequent surveys will be administered yearly and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. This goal-setting process will involve both teachers and the principal early in the school year and will result in a minimum of 1 goal for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

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

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website

for their class. Part of the evaluator’s job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent 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.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating will 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:

Exceeded the Goal	Met the Goal	Working Towards the Goal	Below the Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators are half of Rocky Hill's SEED program and capture the teacher's impact on students.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- A combination of whole-school student learning *and* student feedback, which counts for 5% of the total evaluation rating.

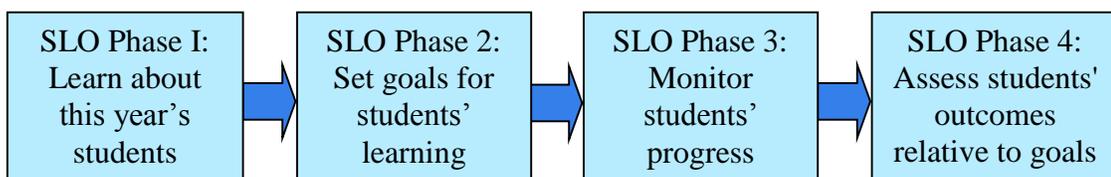
These categories are described in detail below.

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

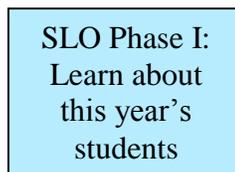
Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Rocky Hill will follow Connecticut's process and use a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs in Rocky Hill's SEED model support teachers in using a planning cycle that will be familiar to most educators:



Rocky Hill's SEED model updates the work of our Professional Improvement Plans (PIPs), asking teachers to set specific and measureable targets for each student and for their class as a whole, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



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

**SLO Phase 2:
Set goals for
students’
learning**

Each teacher will write a minimum of one SLO(s). All core subject area teachers, such as Language Arts, math, science and social studies, in the grades in which students take a standardized assessment will create one Indicator of Academic Growth and Development (IAGD), based on the comparison of data across assessments administered over time, including the state test for the teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. For 2014-15, the state test will not be used for evaluative purposes. One IAGD based on a minimum of one non-standardized indicator. All other teachers will develop their one SLOs based on non-standardized indicators. These indicators may include district benchmark assessments, report card assessments, or teacher-made diagnostic assessments.

Rocky Hill’s SEED model uses the Connecticut definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

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

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

Step 1: Decide on the Student Learning Objectives

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

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

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.

High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.
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Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one standardized and one non-standardized indicator, if applicable.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or 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. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (Appendix D).

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

NOTE: For 2nd through 8th grade teachers of English/Language Arts and Math, teachers might use the DRP to set growth targets.

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

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the proficient or higher level on the science CMT in March 2014.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	1. All students assessed on the DRP in fall 2014 will reach the proficient or goal level in Spring 2015.

Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.
School Counselor	My students will demonstrate an understanding of the 7 habits of highly effective Teens	1. 80% of the students who participate in the SEEDS TO SUCCESS group will demonstrate an understanding of the 7 Habits of Highly Effective Teens as measured by a pre and post tests.

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

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

SLO Approval Criteria

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

**SLO Phase 3:
Monitor
students'
progress**

Once SLOs are approved, teachers will monitor students' progress towards the objectives, examining student work products, administering interim assessments, tracking students' accomplishments and struggles, etc. Teachers will share their interim findings with colleagues during collaborative time, and they will keep their evaluator apprised of progress.

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

**SLO Phase 4:
Assess student
outcomes relative to
SLOs**

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

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

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

The performance levels refer to progress as defined by specified indicators, mutually agreed upon by evaluator and evaluatee.

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

For SLOs with more than one indicator, the evaluator will score each indicator separately, and then average those scores for the SLO score.

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

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 15 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO 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 SLO that is based on non-standardized indicators.

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

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

Rocky Hill’s Seed model uses Whole School Student Learning Indicators to determine this fourth category of SEED.

Whole-School Student Learning Indicator

Rocky Hill will use Whole School Student Learning Indicators for the fourth component of their teacher evaluation model. School Performance Indicators are one measure that schools are already using to determine the effectiveness of their programs and instruction. These indicators specifically reference the needs of all children with information on the academic progress of subgroups of twenty or more students. In addition, the SPI’s set targets for multiple subject areas – science, writing, math, and reading. Each school will use the state-determined SPI targets for a basis of school improvement. The schools’ progress towards achieving these goals will be reflected in both the teachers’ and administrators’ summative evaluations and shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at that school.

Arriving at a Whole School Student Learning Indicator

Summative ratings should reflect the degree to which the school makes growth on whole school student learning indicators, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For schools with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the entire faculty in collaboration with the administrator. Review SPI results from previous school year.

1. Review state SPI targets for measurable goals
2. Develop school improvement plans addressing needs identified through SPI analysis
3. Disaggregate data when SPI’s are released and determine whether the school has achieved the SPI targets.
4. Assign a summative rating, using the following scale to be discussed and finalized with evaluators during the End-of-Year Conference.

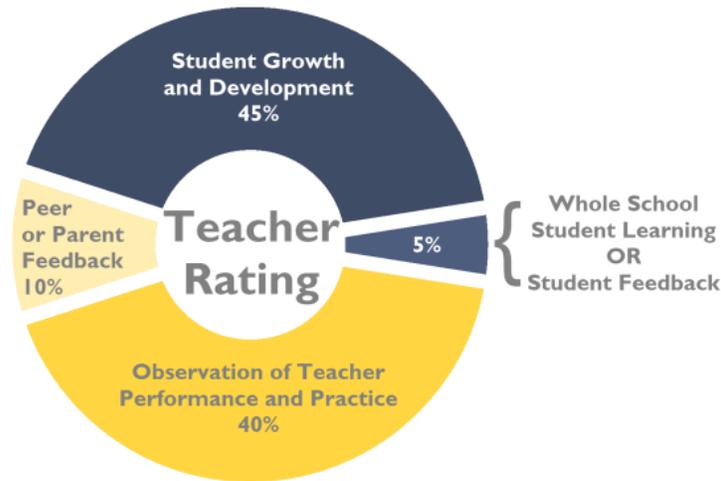
Exceeding the Standard	Performing at the Standard	Working Towards the Standard	Not Meeting the Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0. However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

Exceeding the Standard – Substantially exceeding indicators of performance

Meeting the Standard – Meeting indicators of performance

Working Towards the Standard– Meeting some indicators of performance but not others

Performing Below the Standard – Not meeting indicators of performance

The performance levels refer to progress as determined by specific indicators.

How Your Score is Calculated

There are 2 equal parts to your overall final score: Teacher Performance and Practice, and Student Outcomes.

Teacher Performance and Practice comprises 50% of your overall score. This component is subdivided into two parts:

- 40%: Observation of Teacher Performance and Practice
- 10%: Parent Feedback

To calculate your Teacher Performance and Practice rating, follow the following formula:

$$\text{Total Rating} = (\text{Observation Rating}) \times 40 + (\text{Parent Feedback Rating}) \times 10$$

Consult the following table with your score:

TEACHER PRACTICE	
INDICATORS POINTS	INDICATORS RATING
50-80	Performing Below the Standard
81-126	Working Towards the Standard
121-174	Meeting the Standard
175-200	Exceeding the Standard

2. **Student Outcomes** comprises the remaining 50% of your overall score. This component is subdivided into two parts:

- 45%: Student Growth and Development (SLO)
- 5%: Whole School Student Learning Indicator

To calculate your Student Outcomes rating, follow the following formula:

$$\text{Total Rating} = (\text{SLO Rating}) \times 45 + (\text{Whole School Rating}) \times 5$$

Consult the following table with your score:

STUDENT OUTCOMES	
INDICATORS POINTS	INDICATORS RATING
50-80	Performing Below the Standard
81-126	Working Towards the Standard
121-174	Meeting the Standard
175-200	Exceeding the Standard

Summative Rating Matrix

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Performance and Practice Related Indicators rating is *meeting the standard* and the Student Outcomes Related Indicators rating is *meeting the standard*. The summative rating is therefore *meeting the standard*. If the two focus areas are highly discrepant (e.g., a rating of *exceeding the standard* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

<i>Summative Rating Matrix</i>		<i>Teacher Performance and Practice Related Indicators Rating</i>			
		Exceeding the Standard	Meeting the Standard	Working Towards the Standard	Not Meeting the Standard
<i>Student Outcomes Related Indicators Rating</i>	Exceeding the Standard	Exceeding the Standard	Exceeding the Standard ↓	Meeting the Standard	<i>Gather further information</i>
	Meeting the Standard	Exceeding the Standard	Meeting the Standard	Meeting the Standard	<i>Gather further information</i>
	Working Towards the Standard	Meeting the Standard	Meeting the Standard	Working Towards the Standard	Not Meeting the Standard
	Not Meeting the Standard	<i>Gather further information</i>	Not Meeting the Standard	Not Meeting the Standard	Not Meeting the Standard

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

In determining whether a teacher is effective or ineffective, evaluators shall look for patterns.

A novice Rocky Hill teacher will be deemed effective if he or she receives at least two sequential *meeting the standard* ratings, one of which must be earned in the fourth year of the novice teacher's career. A *not meeting the standard* rating shall only be permitted in the first year of the novice teacher's career, assuming a pattern of growth of *working towards the standard* in year two and two sequential *meeting the standard* ratings in years three and four. Please note: the superintendent may not be able to offer a contract to an effective teacher if there is a reduction in force that year.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *working towards the standards* ratings or one *not meeting the standard* rating at any time.

Dispute-Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent. An illustrative example of such a process 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 (PDED). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDED 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 "Rocky Hill's Guidelines for Educator Evaluation".

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APPENDIX A: PERFORMANCE EVALUATION ADVISORY COUNCIL MEMBERS

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

Intensive Assistance and Supervision Phase
Notification of Change of Evaluation Status
(Completed by Evaluator)

Teacher:_____ School Year:_____

School /Assignment:_____ Grade Level/Subject:_____

You are assigned to the Intensive Supervision Phase to correct identified performance problems.

1. Identification of Teaching Domain(s) not met:

2. Identification of data sources which indicate deficiency of Teaching Domain(s):

3. Statement for Improvement:

Describe outcome(s) and/or behavior(s) necessary to remedy the deficiency(s):

4. Support Needed:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

**Intensive Assistance and Supervision Phase
Improvement Plan Summary
(Completed by Evaluator)**

Teacher: _____ School Year: _____

School/Assignment: _____ Grade Level/Subject: _____

1. Improvement Plan Summary

- Fully addressed
- Partially addressed, plan continues
- Initial plan addressed, new intervention plan needed
- Little or no improvement

2. Evaluator Comments

3. Recommendation:

- Return to Tenured Teacher Phase
- Continuation in Intensive Supervision Phase (Specific Timeline)
- Teacher is deemed ineffective

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Peer Support Mentor Signature: _____ Date: _____
(If applicable)

Peer Support Mentor Position: _____

**Intensive Assistance and Supervision Phase
Notification of Appeal**

Teacher: _____ School Year: _____

School /Assignment: _____ Grade Level/Subject: _____

1. Statement of Appeal: (Identify specific areas, sections, and/or procedures that are the focus of the appeal.)

Teacher's Signature: _____ Date: _____

Completed Appeal Worksheet must be submitted to the Superintendent.

**Intensive Assistance and Supervision Phase
Appeal Summary
(Completed by Appeal Committee Chairperson)**

This Appeal Summary refers to the Statement of Appeal submitted on _____
Date

Teacher: _____ School Year: _____

School/Assignment: _____ Grade Level/Subject: _____

Administrator: _____

Names of Committee Members: _____
Impartial Administrator

Impartial Teacher

Superintendent's outcome of the Appeal:

Teacher's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

APPENDIX C: SCHOOL CLIMATE SURVEY

Student Survey

1. Most of the time, students at this school behave and follow the rules.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. I am safe from bullying at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. I am learning a lot in school this year.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. Adults treat students with respect at school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. My parent(s)/guardian(s) know what I am learning at school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. I feel safe when I am at school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. I feel safe when I am coming to school and coming home from school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. Doing well in school is important to me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. There is an adult at school I can go to if I have a problem, or need help with something.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. Students of all races, cultures, religions, and genders are treated fairly at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. The adults at this school care about me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. My school helps me take responsibility for my own learning.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Family Survey

1. The school has a clear code of conduct/set of rules.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. Teachers treat students with respect at my child's school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The school promotes understanding among students from different backgrounds.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. I am well informed about the progress my child is making in his/her class(es).

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. I feel well-informed about what is going on at the school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The school helps me understand what my child needs to learn to be successful at his/her grade level.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. I feel comfortable discussing my child's needs with teachers and staff.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. The school holds students to high behavioral expectations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. The school has high academic standards and a rigorous curriculum.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. My child is challenged to meet high expectations at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. My child has access to extra academic help outside the classroom when he/she needs it.

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. The school is a safe place for my child.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. My child enjoys going to school.

Always Usually Sometimes Rarely Never

14. I know what to do at home to support my child's learning.

Always Usually Sometimes Rarely Never

15. The adults at this school truly care about my child.

Strongly Agree Agree Neutral Disagree Strongly Disagree
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Staff Survey

1. Students treat adults with respect at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. This school's discipline program is effective.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. I feel like I am a part of this school's community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. My opinions count at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. Adults treat students with respect at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. This school is sensitive to issues regarding, race, culture, religion, sexual orientation, gender, and disabilities.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. Learning from other teachers at this school has improved my performance in the classroom.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. At this school, there is honest communication on important school issues.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. I believe students are getting a high-quality education at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. The district and school encourages my professional development.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. I have access to materials and resources that I need for my class(es).

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. The school is a caring and nurturing place.

Strongly Agree Agree Neutral Disagree Strongly Disagree

APPENDIX D: TEMPLATE FOR SETTING SMART GOALS/IAGDS

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

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

The characteristics of SMART goals are:

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

SMART goals Dos and Don'ts

DO:

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

DON'T:

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

APPENDIX E: TEACHER EVALUATION FORMS

Rocky Hill Educator Evaluation 2014-15 Goal Setting Form

Teacher:		School/Program:	
Evaluator:		Grade Level/Subject:	

SLO Focus Statement

State your student learning objective?

Baseline – Trend Data

What data were reviewed for this SLO? How does the data support the SLO?

Student Population

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

Standards and Learning Content

Which standards are connected to the learning content?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets

a. Assessment/Measures of Progress

How will you measure progress toward your SLO?

b. Growth Targets

What targets will you establish to demonstrate attainment of your SLO?

Use SMART Goal format: Percentage of (student group) scoring proficient and higher in (content area) will increase from _____% to _____% by the end of the school year as measured by (assessment tool) administered in (month, year).

Instructional Strategies

What instructional strategies will you be using? How will progress be monitored? What support is needed?

Performance and Practice Goal

Create a goal from the Danielson Framework that you will improve? What components (i.e. 1a, 3b, 4a) are aligned to the goal? (This does not have to be connected to your SLO)

Parent Feedback Goal

Rocky Hill Educator Evaluation 2014-15 Formal Observation Lesson Plan

Teacher:		School/Program:	
Evaluator:		Grade Level/Subject:	

Lesson Objectives (Domain 1a, 1c)

What will students know, understand, or be able to do as a result of the lesson?

Standards (Domain 1c)

Cite the Common Core Standards to which your lesson plan is aligned.

Initiation (Domain 1c, 1e)

Procedures (Domain 1c, 1e)

Describe the steps of your lesson. Include strategies and lesson activities.

Closure (Domain 1c, 1e)

Background/Differentiation (Domain 1b)

Describe the students for whom you are planning this lesson. If applicable, how will you differentiate instruction?

Assessment of Student Learning (Domain 1f)

How will you know if the lesson was successful? What methods and/or evidence will be used to monitor student learning?

Resources, Materials, and/or Equipment (Domain 1d)

What material, resources, will you use to teach this lesson?

Rocky Hill Educator Evaluation 2014-15 Post-Observation Reflection Form

Teacher:		School/Program:	
Evaluator:		Grade Level/Subject:	

Post – Observation (Reflection) Form

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Did you depart from your plan? If so, how, and why?

Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?

If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Rocky Hill Educator Evaluation 2014-15 Mid-Year Self-Assessment Form

Please complete this form prior to your mid-year conference.

Teacher:		School/Program:	
Evaluator:		Grade Level/Subject:	

SLOs

Describe your progress to date with each goal/SLO/IAGDs.

Professional Learning

Describe the professional learning and/or strategies that have contributed to your progress (conferences, workshops, professional learning).

Challenges/Barriers

Describe any challenges or barriers to achieving your goals/SLOs.

Action Steps

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

Other

Other Comments

Rocky Hill Educator Evaluation
2014-15 End-of-Year Summative Review: Teacher Self-Assessment

(Attach any supporting documents, if needed)

Teacher:		School/Program:	
Evaluator:		Grade Level/Subject:	

Overall Assessment

(a) Provide your overall assessment of progress toward your goals (include your IAGD data)

(b) Describe what you have done to produce these results

Learning

(a) Describe what you have learned and how you will use it going forward

(b) List the professional learning activities you participated in throughout the year

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

APPENDIX F: TEACHER EVALUATION FORMS FOR ADMINISTRATIVE USE

**Rocky Hill Educator Evaluation
2014-15 Classroom Observation Form**

Teacher:		School/Program:	
Evaluator:		Grade Level/Subjects:	

Teacher Evaluation of Domain 2: The Classroom Environment

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
2a: Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher Interactions with Students Including Both Words & Actions • Student Interactions with Other Students, Including Both Words and Actions 		
2b: Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of the Content & Learning • Expectations for Learning & Achievement • Student Pride in work 		
2c: Managing Classroom Procedures <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials & Supplies • Performance of Classroom Routines 		
2d: Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior 		
2e: Organizing Physical Space		

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
<ul style="list-style-type: none"> • Safety and Accessibility • Arrangement of Furniture & Use of Physical Resources 		
DOMAIN 2 TOTAL:		
COMMENTS:		

 Evaluator Signature

 Date

 Teacher Signature

 Date

**Rocky Hill Educator Evaluation
2014-15 Classroom Observation Form**

Teacher:		School/Program:	
Evaluator:		Grade Level/Subjects:	

Teacher Evaluation of Domain 3: Instruction

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
3a: Communicating with Students <ul style="list-style-type: none"> • Expectations for Learning • Directions for Activities • Explanations of Content • Use of Oral and Written Language 		
3b: Using Questions and Discussion Techniques <ul style="list-style-type: none"> • Quality of Questions/Prompts • Discussion Techniques • Student Participation 		
3c: Engaging Students in Learning <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing 		
3d: Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment Criteria • Monitoring of Student Learning • Feedback to Students • Student Self-Assessment and Monitoring of Progress 		
3e: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson Adjustment 		

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
<ul style="list-style-type: none"> • Response to Students • Persistence 		
DOMAIN 3 TOTAL:		
COMMENTS:		

 Evaluator Signature

 Date

 Teacher Signature

 Date

**Rocky Hill Educator Evaluation
2014-15 Review of Practice Form**

Teacher:		School/Program:	
Evaluator:		Grade Level/Subjects:	

Teacher Evaluation of Domain 1: Planning and Preparation

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
1a: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy 		
1b: Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge and Language Proficiency • Knowledge of Students' Interests and Cultural Heritage • Knowledge of Students' Special Needs 		
1c: Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, Sequence and Alignment • Clarity • Balance • Suitability for Diverse Students • 		
1d: Demonstrating Knowledge of Resources		

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
<ul style="list-style-type: none"> • Resources for Classroom Use • Resources to Extend Content • Knowledge and Pedagogy • Resources for Student 		
1e: Designing Coherent Instruction <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure 		
1f: Designing Student Assessments <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standard • Design of Formative Assessments • Use for Planning 		
DOMAIN 1 TOTAL:		
COMMENTS:		

 Evaluator Signature

 Date

 Teacher Signature

 Date

**Rocky Hill Educator Evaluation
2014-15 Review of Practice Form**

Teacher:		School/Program:	
Evaluator:		Grade Level/Subjects:	

Teacher Evaluation of Domain 4: Professional Responsibilities

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
4a: Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in Future Teaching 		
4b: Maintaining Accurate Records <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-instructional Records 		
4c: Communicating with Families <ul style="list-style-type: none"> • Information about the instructional Program • Information about Individual Students • Engagement of Families in the Instructional Program 		
4d: Participating in the Professional Community <ul style="list-style-type: none"> • Relationships with Colleagues • Involvement in a Culture of Professional 		

Danielson Framework Components and Elements	Evidence for Components and Elements	Score/Rating
Inquiry <ul style="list-style-type: none"> • Service to the School • Participation in School and District Projects 		
4e: Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession 		
4f: Showing Professionalism Integrity and Ethical Conduct <ul style="list-style-type: none"> • Service to Students Advocacy • Decision Making • Compliance with Schools • District Regulations 		
DOMAIN 4 TOTAL:		
COMMENTS:		

 Evaluator Signature

 Date

 Teacher Signature

 Date

Rocky Hill Public Schools Administrator Evaluation Model

The Rocky Hill Public Schools will adopt a hybrid version of the State of Connecticut model for Administrator evaluation as outlined in the following document.

Rocky Hill Public Schools Administrator Evaluation Model

The Rocky Hill Public Schools will adopt a hybrid version of the State of Connecticut model for Administrator evaluation as outlined in the following document.

ADMINISTRATOR EVALUATION MODEL AND DEVELOPMENT

Introduction

This handbook outlines the State model for the evaluation of school and school district administrators in Rocky Hill. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Rocky Hill administrator evaluation model defines principal effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of Meeting the Standard/ Proficiency Level for administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers meeting the standard/proficient on the student growth portion of their evaluation

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

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators so that we have a basis for assessing their strengths and growth areas so they have the feedback they need to get better. 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.

The model described here was developed by New Leaders, a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed, and a group of Connecticut stakeholders convened as the Principal Working Group of the Performance Evaluation Advisory Administration Council (see **Appendix A**, “List of Working Group Members”). It is built on both research on principal evaluation and the practice of states across the country and within Connecticut. The model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The model does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.

In the 2012-13 school year, ten Connecticut school districts/consortia will implement this model on a pilot basis for their 092 administrators (along with new evaluation systems for other educators), and the University of Connecticut will conduct a comprehensive evaluation of the pilot implementation to inform ongoing design and implementation of the state model. In the next year (2013-14), all districts in Connecticut are required to implement new educator evaluation and support systems that meet new statutory and regulatory requirements. Districts choosing to use parts of the model, but not the whole model, must submit their evaluation system plans for review by the Commissioner of Education, per the state guidelines.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the model.

As noted, the model applies to all administrators holding an 092 license. Because of the fundamental role that principals 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 principals and central office administrators, we note those.

CORE DESIGN PRINCIPLES

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

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

THE MODEL'S FOUR CATEGORIES

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

Category #1: Leadership practice (40%)

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

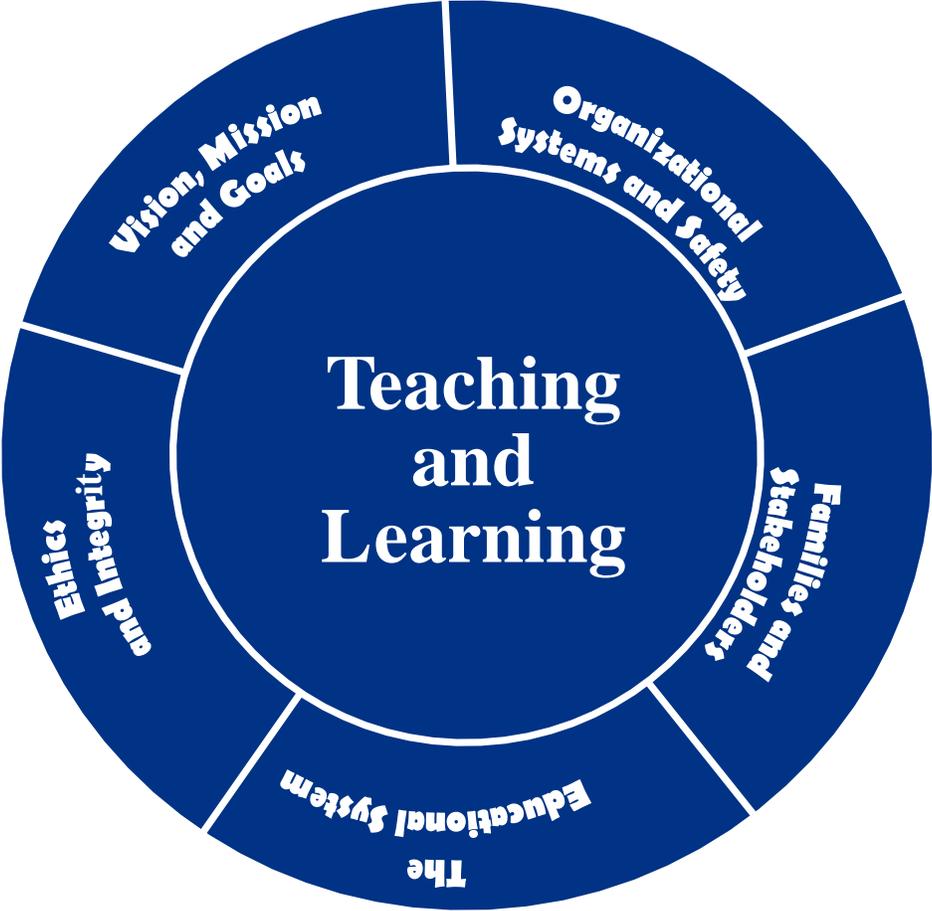
All administrators will receive training on the administrators' evaluation system beginning in the 2012-2013 school year. Evaluators of administrators will also receive more in-depth professional development focusing on effective observations and high quality feedback. This training will be provided in collaboration with the Center for School Change and will be ongoing throughout the 2014-2015 school year. Effective observations and high quality feedback will be two main areas of focus.

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

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

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

Figure 1: Leadership Practice – 6 Performance Expectations



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

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

- **Proficient/Meeting the Standard:** The rubric is anchored at the Meeting the Standard Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Meeting the Standard level.
- **Exemplary/Exceeding the Standard:** The Exceeding the Standard 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 Exceeding the Standard performance from Meeting the Standard performance.
- **Developing/ Working Towards the Standard:** The Working Towards the Standard Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Performing Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

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

The full rubric can be found in Appendix B.

STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:

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

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

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

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

Figure 2: An excerpt from the Leader Evaluation Rubric

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

Element A: High Expectations for All

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

The Leader...

Indicator	Performing Below Standard	Working Toward the Standard	Meeting the Standard	Exceeding the Standard
1. Information & analysis shape vision, mission and goals		increasingly uses data to set goals for students. shapes a vision and mission based on limited data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

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

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

Arriving at a Leadership Practice Summative Rating

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

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *working towards the standard* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
2. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exceeding the standard*, *meeting the standard*, *working towards the standard*, or performing *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the "Summative Rating Form," Appendix D.)

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

Exceeding the Standard	Meeting the Standard	Working Towards the Standard	Performing 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		

Category #2: Stakeholder feedback (10%)

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

There are a multitude of survey instruments that districts might select to generate feedback which vary significantly in quality and cost. The state may invest in the design and validation of a survey panorama instrument to assess leaders’ effectiveness. In the meantime, we offer this framework for districts that are selecting or designing appropriate survey instruments to provide principals with meaningful feedback.

APPLICABLE SURVEY TYPES

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

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

Rocky Hill will be administering a school climate survey to students in grades 3,6, and 9, all parents and all staff. The survey will be administered in April 2013 and re-administered in April 2014 so that results can be compared and analyzed for school improvement purposes. Surveys will be available electronically through Survey Monkey with links on district and school websites. Parents will be notified through school newsletters.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning, or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so we advise administrators and their evaluators to select relevant portions of the survey’s results to incorporate into the evaluation model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators

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

CENTRAL OFFICE ADMINISTRATORS

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

Principals or principal supervisors
Other direct reports
Relevant family members

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

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

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

Principals
Specific subsets of teachers
Other specialists within the district

STAKEHOLDERS

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

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

Exceptions to this include:

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

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

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

Exceeding the Standard	Meeting the Standard	Working Towards the Standard	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set.

Category #3: Student learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation. **108Rocky Hill used the CMT/CAPT for 2013-2014 State testing so the State may be able to calculate a new SPI. Otherwise, previous SPI targets will be used.

STATE MEASURES OF ACADEMIC LEARNING

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

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

Categories 3 and 4 are optional measures.

According to the Connecticut Core Requirements, Category #3 must include 22.5% of the student learning goals based on the School Performance Index (SPI) progress from year to year and SPI progress for student subgroups. Rocky Hill has rated the overall SPI 70% and the SPI progress on subgroups at 30%.

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

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

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

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 Exceeding the target. While districts may weigh the four measures according to local priorities for administrator evaluation, we recommend the following weights:

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	70%	50%	50%
SPI progress for student subgroups	30%	50%	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:

Exceeding the Standard	Meeting the Standard	Working Towards the Standard	Performing Below the Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

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

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

LOCALLY-DETERMINED MEASURES

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

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

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

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

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

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

Grade level	Indicator of Academic Growth and Development	Goal	SLO
2nd Grade	Students making at least one year's worth of growth in reading	Among 2nd graders who stay in my school from September to May, 80% will make at least one year's growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry.	7th grade CMT
High School	Credit accumulation	95% of students complete 10th grade with __ credits.	Grades

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - ◆ The objectives are adequately ambitious.
 - ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.

- ◆ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- ◆ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- ◆ We describe the broader purpose and structure of this conversation later.
- The principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exceeding the Standard	Meeting the Standard	Working Towards the Standard	Performing Below the Standard
Met 2 or more objectives and substantially exceeded at least 2 targets	Met 2 objectives	Met 1 objective and made substantial progress on 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on the other one

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

		State Test Portion			
		Exceeding the Standard	Meets the Standard	Working Towards the Standard	Performing Below the Standard
Locally-determined Portion	Exceeding the Standard	Exceeding the Standard	Exceeding the Standard	Meets the Standard	<i>Gather further information</i>
	Meets the Standard	Exceeding the Standard	Meets the Standard	Meets the Standard	Working Towards the Standard
	Working Towards the Standard	Meeting the Standard	Meeting the Standard	Working Towards the Standard	Below Standard
	Below Standard	<i>Gather further information</i>	Working Towards the Standard	Below Standard	Below Standard

Category #4: Teacher Effectiveness (5%)

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

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

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

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

Exceeding the Standard	Meeting the Standard	Working Towards the Standard	Performing Below the Standard
>80% of teachers are rated <i>meeting the standard</i> or <i>Exceeding the standard</i> on the student growth portion of their evaluation	>60% of teachers are rated meeting the standard or <i>Exceeding the standard</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>meeting the standard</i> or <i>Exceeding the standard</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>meeting the standard</i> or <i>Exceeding the standard</i> on the student growth portion of their evaluation

WHY NOT INCLUDE OTHER OPTIONS FOR MEASURING TEACHER EFFECTIVENESS?

We explored several other options for measuring teacher effectiveness, but ran into obstacles. For example:

- One measure of a principal's influence on teacher effectiveness is the degree to which he/she retains high performers. However, principals vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.
- Another measure of a principal's influence on teacher effectiveness is whether teachers' overall evaluation ratings improve. However, we wanted to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

The state will continue to explore measures of teacher effectiveness.

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle (see Figure 3 on the next page) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process. We also know that the process can easily devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, we encourage two things:

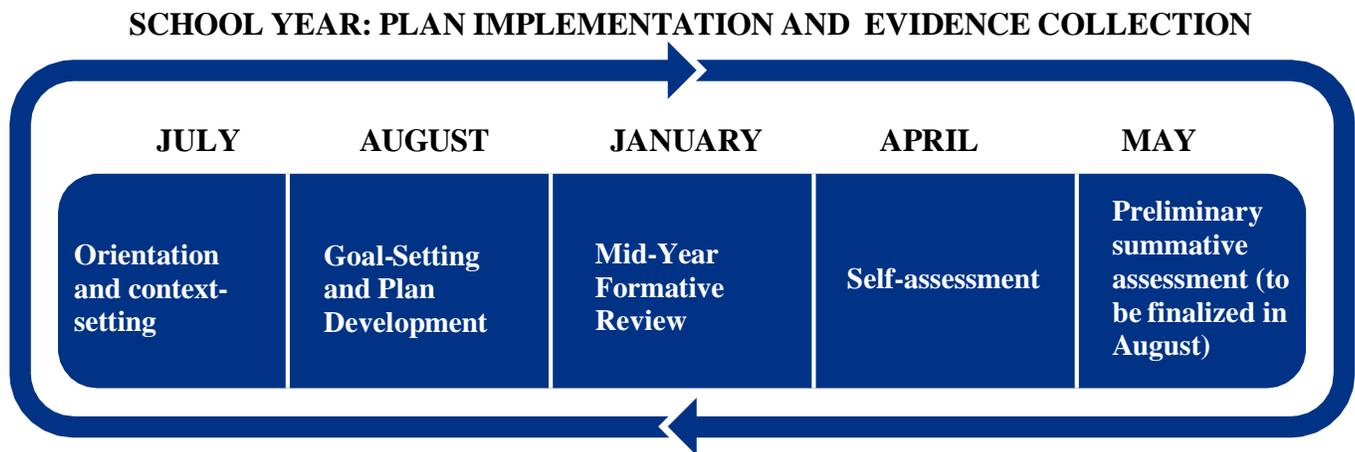
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Overview of the Process

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

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

Figure 3: This is a typical cycle:

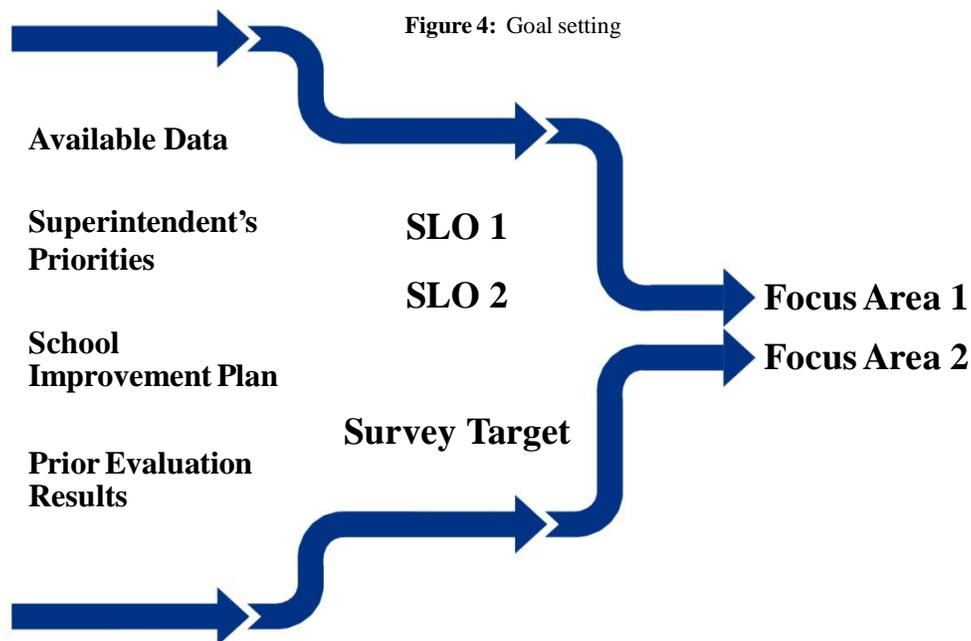


Step 1: Orientation and Context-Setting: To begin the process, the administrator needs five things to be in place:

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

Only #5 is required by the approved guidelines, but the data from 1-4 are essential to a robust goal-setting process.

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



Administrators should start with the outcomes they want to achieve. This includes setting two student learning objectives (see **page 66** for details) and one target related to stakeholder feedback (see page 58 for details).

Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which Proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

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

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

SAMPLE EVALUATION PLAN

Administrator Name _____

Evaluator's Name _____

School _____

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

DO YOU HAVE A GOOD EVALUATION PLAN?

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

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

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

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

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

Building on the sample evaluation plan on page 75, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where the Administrator is present
- Communications to Parents and Community
- Conversations with Staff
- Conversations with Students
- Conversations with Families

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

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

- 2 observations for each administrator.
- 4 observations for assistant principals and for any administrator new to their district, school, the profession, or who has received ratings of developing or below standard.

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

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

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

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

Step 5: Self-Assessment: In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

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

The administrator should also review their focus areas and determine if they consider themselves on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. We believe that including the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for the principal's self-reflection to inform their rating for the year.

The administrator submits their self-assessment to their evaluator.

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

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

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

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Each administrator shall annually receive a summative rating in one of four levels:

1. **Exceeding the Standard:** Substantially exceeding indicators of performance
2. **Meeting the Standard:** Meeting indicators of performance
3. **Working Towards the Standard:** Meeting some indicators of performance but not others
4. **Performing Below the Standard:** Not meeting indicators of performance

Meets the Standard represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, Meeting the Standard 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 2 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

Exceeds the Standard 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 Exceeds the Standard performance on more than a small number of practice elements.

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

A rating of Performing Below standard indicates performance that is below meeting the standard on all components or unacceptably low on one or more components.

DETERMINING SUMMATIVE RATINGS

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

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form in Appendix B, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either Exceeding the Standard or Below Standard, respectively.

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form in Appendix B, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either Exceeding the standard or below standard, respectively.

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

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

<i>Summative Rating Matrix</i>		<i>Practice Related Indicators Rating</i>			
		Exceeding the Standard	Meeting the Standard	Working Towards the Standard	Below Standard
<i>Outcomes Related Indicators Rating</i>	Exceeding the Standard	Exceeding the Standard	Exceeding the Standard	Meeting the Standard	<i>Gather further information</i>
	Meeting the Standard	Meeting the Standard	Meeting the Standard	Meeting the Standard	<i>Gather further information</i>
	Working Towards the Standard	Meeting the Standard	Working Towards the Standard	Working Towards the Standard	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve administrator's practice. 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-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout Rocky Hill's SEED model, every administrator will be identifying his/her professional learning needs in mutual agreement between the administrator and his/her evaluator which will serve as the foundation for ongoing conversations about the administrator's practice and impact on teacher/student learning outcomes. The professional learning opportunities identified for each administrator 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 administrators, which can then be targeted with school-wide professional development opportunities. These learning opportunities shall be closely linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback with useful and timely feedback and improvement opportunities.

Improvement and Remediation Plans

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

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

Intensive assistance may be initiated at the discretion of the superintendent at any point in the *Administrator Evaluation Plan* to assist an administrator who is in need of additional support and supervision due to unsatisfactory performance. An action plan will be prepared by the administrator and approved by the superintendent and will include the following:

1. Identification of the area(s) of concern or performance deficiency
2. Current and expected performance
3. Recommendations for improvement
4. Schedule for review for improved performance
5. Resources needed by the administrator

At the end of the time-period, the administrator will provide the superintendent with a summary of the improvement plan including:

1. A record of the assistance received
2. A record of formal conferences and other documentation that were used as evidence to monitor performance
3. Evidence indicating if the concern or deficiency has been addressed, partially addressed and the plan will continue, if the initial plan was addressed and a new plan is needed, or little or no improvement was noted
4. Based on the evidence submitted, the superintendent will recommend options for the future including a continuation of intensive assistance, return to regular evaluation schedule or other administrative solutions up to and including a recommendation to terminate employment

A copy of the summary will be given to the administrator and the supervisor. The original will be kept in the administrator's personnel file in central office. The administrator has the right to bargaining unit representation at all conferences if he/she desires and requests such representation.

Career Development and Growth

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

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

Definition of Effectiveness and Ineffectiveness

In determining whether an administrator is effective or ineffective, evaluators shall look for patterns.

A novice Rocky Hill administrator will be deemed effective if he or she receives at least two sequential *meeting the standard* ratings, one of which must be earned in the fourth year of the novice administrator's career. A *not meeting the standard* rating shall only be permitted in the first year of the novice administrator's career, assuming a pattern of growth of *working towards the standard* in year two and two sequential *meeting the standard* ratings in years three and four. Please note: the superintendent may not be able to offer a contract to an effective administrator if there is a reduction in force that year.

A post-tenure administrator shall generally be deemed ineffective if said administrator receives at least two sequential *working towards the standards* ratings or one *not meeting the standard* rating at any time.

Dispute-Resolution Process

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

APPENDICES

Appendix A: Connecticut Principal Evaluation Working Group Members

CONNECTICUT PRINCIPAL EVALUATION WORKING GROUP MEMBERS

Pam Aubin

Erin Benham

David Bosso

Jeffrey Cryan

Kevin Egan

Robert Girard

Sue Homrok-Lemke

Gary Maynard

Patrice McCarthy

Teri Meriotis

Karissa Niehoff

Nancy Pugliese

Robert Rader

Michele Ridolfi O'Neill

Diane Ullman

Robert Villanova

Rosie Vojtek

Elaine Whitney

Appendix B: Connecticut Administrator Evaluation/Sample Summative Rating Form

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

Administrator Name

Evaluator's Name

School

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

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

DECISION RULES

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

DECISION RULE 1: LEADERSHIP PRACTICE

Exceeding the Standard (4)	Meeting the Standard (3)	Working Towards the Standard (2)	Below Standard (1)
Exemplary on Teaching and learning Exemplary on at least 2 other performance expectations No rating below Proficient on any performance expectation	At least Proficient on Teaching and learning At least Proficient on at least 3 other performance expectations No rating below Developing on any performance expectation	At least Developing on Teaching and Learning At least Developing at least 3 other performance expectations	Below Standard on Teaching and learning or Below Standard on at least 3 other performance expectations

DECISION RULE 2: STAKEHOLDER FEEDBACK

Exceeding the Standard (4)	Meeting the Standard(3)	Working Towards the Standard (2)	Below Standard (1)
Substantial exceeding target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

DECISION RULE 3: OVERALL PRACTICE RATING

If the Stakeholder Feedback Rating is	Then the Overall Practice Rating is:
Exceeding the Standard (4)	Leadership Practice rating plus 1
Meeting the Standard (3) or Working Towards the Standard (2)	Leadership Practice rating
Below Standard (1)	Leadership Practice rating minus 1

DECISION RULE 4: STATE ASSESSMENTS

State Assessment results (Score derived from SPI rating and Progress for All Students and Subgroups)			
Exceeding the Standard (4)	Meeting the Standard(3)	Working Towards the Standard(2)	Below Standard (1)
Greater than 3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

DECISION RULE 5: STUDENT LEARNING OBJECTIVES (SLOs)

Exceeding the Standard(4)	Meeting the Standard (3)	Working Towards the Standard (2)	Performing Below Standard (1)
Met the 2 SLOs and substantially exceeded at least 1 SLOs	Met 2 SLOs	Met 1 SLO and made substantial progress on 1	Met 0 SLOs or met 1 SLO and did not make substantial progress on the other one

DECISION RULE 6: OVERALL STUDENT LEARNING

		STATE ASSESSMENT PORTION			
		Exceeding the Standard (4)	Meeting the Standard (3)	Working Towards the Standard (2)	Below Standard (1)
Locally-Determined Portion	Exceeding the Standard (4)	Exceeding the Standard (4)	Exceeding the Standard(4)	Meeting the Standard (3)	<i>Gather further information</i>
	Meeting the Standard (3)	Exceeding the Standard (4)	Meeting the Standard (3)	Meeting the Standard(3)	Developing (2)
	Working Towards the Standard (2)	Meeting the Standard (3)	Meeting the Standard (3)	Working Towards the Standard (2)	Below Standard (1)
	Below Standard (1)	<i>Gather further information</i>	Working the Standard (2)	Below Standard (1)	Below Standard (1)

DECISION RULE 7: TEACHER EFFECTIVENESS

Exceeding the Standard (4)	Meeting the Standard (3)	Working Towards the Standard (2)	Below Standard (1)
81-100% of teachers are rated <i>meeting the standard</i> or <i>Exceeding the standard</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>meeting the standard</i> or <i>Exceeding the standard</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>meeting the standard</i> or <i>Exceeding the standard</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>meeting the standard</i> or <i>Exceeding the standard</i> on the student growth portion of their evaluation

DECISION RULE 8: OVERALL OUTCOMES RATING

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

Overall Summative Rating	Overall Practice Rating			
	4	3	2	1
4	Rate Exceeding the Standard	Rate Exceeding e the Standard	Rate Meeting the Standard	<i>Gather further information</i>
3	Rate Exceeding the Standard	Rate Meeting the Standard	Rate Meeting The Standard	<i>Gather further information</i>
2	Rate Meeting the Standard	Rate Working Towards the Standard	Rate Working Towards the Standard	Rate Below Standard
1	<i>Gather further information</i>	Rate Below Standard	Rate Below Standard	Rate Below Standard

Appendix C: Survey Selection for Stakeholder Feedback

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s summative rating. Districts should select from existing survey instruments or design their own tool to meet the requirements of this portion of the model. For more information on incorporating stakeholder feedback into the evaluation model, including definitions of these survey types, see pages 58-63.

SURVEY TYPES AND EXAMPLES OF EXISTING TOOLS:

Districts are free to choose an existing survey instrument, incorporate relevant data from a survey already being administered for other purposes, or design their own tool. (For more information on selection, see pages 59-60.) The list below is not intended to be exhaustive, but rather to provide a select number of sample instruments that districts can review.

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

Examples available in the field:

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

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

Examples available in the field:

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

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

Examples: Survey Questions Aligned to Connecticut Leadership Standards

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

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

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

Appendix D: Connecticut's Measures of Student Academic Learning

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

Appendix E: Sample State Assessment Ratings

A SCHOOL WITH AN SPI OF 88 OR GREATER:

Measure	Score Description	Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	No target because of high performance	4	0.7	2.8
SPI progress for student subgroups	Meets target for 3 of 4 subgroups	3	0.3	.0
Score:				3.7
Rating				Exceeding the Standard

A SCHOOL WITH AN SPI BETWEEN 88 AND 64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 4 out of 5 subgroups	3	0.5	1.5
Score:				3
Rating				Exceeding the Standard

A SCHOOL WITH AN SPI < 64:

Raw Score	Scale Score	Weight	Summary Score
Meets target	3	0.5	1.5
Meets target for 2 of 3 subgroups	3	0.5	1.5
Score:	3		
Rating	Exceeding the Standard		

Appendix F: The Relationship between SPI and SLO

(for tested grades and subjects)

The table below provides an example of how to increase percent proficiency and SPI for a school with 100 students.

Desired Outcome	Necessary Achievement Results	Sample Aligned SLO
Increase percent Proficiency by 9%	9 students move from Basic or Below Basic to Proficient.	Increase reading proficiency in English Language Learners subgroup* by a minimum of 9% annually as measured by CMT.
Increase SPI by 3 points	9 students move from a lower performance level to a higher performance level.	Increase mathematics proficiency for every student in the Economically Disadvantaged students subgroup* by one or more proficiency levels as measured by CMT.

*This sample assumes the cohorts contain no fewer than 9 students.

Appendix G: Leader Evaluation Rubric

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

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

Element A: High Expectations for All

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

The Leader...

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

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

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

³**Stakeholders:** a person, group or organization with an interest in education

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

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

The Leader...

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

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

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

Element A: Strong Professional Culture

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

The Leader...

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

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

²**Faculty:** certified school faculty

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

Element B: Curriculum and Instruction

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

The Leader...

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

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

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

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

Element C: Assessment and Accountability

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

The Leader...

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

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

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

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

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

The Leader...

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

Element B: Operational Systems

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

The Leader...

Indicator	Performing Below Standard	Working Towards the Standard	Meeting the Standard	Exceeding the Standard
<i>1 and 4 combined – Evaluate and Improve operational systems</i>	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise. processes to improve the operational system.	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
<i>2. Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
<i>5. Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice. seeks new capabilities and resources based on school community input.
<i>6. Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment.	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

Element C: Fiscal and Human Resources

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

The Leader...

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

Element B: Community Interests and Needs

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

The Leader...

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

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

Element C: Community Resources

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

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

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

Element B: Personal Values and Beliefs

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

The Leader...

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

Element C: High Standards for Self and Others

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Promotes public discussion about educational laws, policies and regulations</i>	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
<i>2. Builds relationships with stakeholders and policymakers</i>	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
<i>3. Advocates for equity, access and adequacy of student and family resources</i>	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

Element B: The Educational Policy Environment

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

The Leader...

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

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

