

# **WESTBROOK: 2015-16 Evaluation and Support Plan**

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## WESTBROOK EDUCATOR DEVELOPMENT AND PERFORMANCE PLAN

### **Statement of Purpose**

The purpose of the Westbrook Educator Evaluation and Professional Development Program is to set upon the Westbrook Board of Education approved mission to “*Educate, Challenge and Inspire*” all students toward their highest levels of achievement. Westbrook teachers, student support professionals, and administrators recognize their mission as cyclical and based on constant progress monitoring. The educator evaluation and professional development program is designed to meet State of Connecticut high standards for the performance of educators leading to and evidenced by improved student learning.

WESTBROOK educators promote the success of all students by supporting and living our mission in our practice and recognize that the performance and practice of educating and serving all students must be based on recognized professional standards of practice and ethics. To that end, the WESTBROOK Educator Development and Performance Plan has been derived from Connecticut’s System for Educator Evaluation and Development (SEED), the TEAM new teacher modules, current research on best practices, and the practical experience and insight of the educators in this organization. While each WESTBROOK school is unique, the overarching common set of expectations for practice and performance attempts to set guidelines and expectations that cut across all school settings. Although individual roles and goals are taken into account, this set of expectations aligns evaluation practices throughout the school district. This document addresses: 1) teacher evaluation, and 2) student support personnel evaluation, i.e. Guidance Counselor, School Psychologist, and School Social Worker. Library-Media Specialist

To that end, our document is framed around the contents of Connecticut State Department of Education publications and district-wide Goals and Standards.

1. *Connecticut’s Common Core of Teaching (CCT)* revised 2014 which defines effective teaching performance and practices through the lens of Domains 1 – 4 of the original CCT.
- 2.
3. *State of Connecticut and Westbrook Curricular Goals and Standards (Common Core State Standards where available)*, which establish student content and performance standards across all disciplines by grade span, (preK, K-1, 2-3, 4-5, 6-7, 8-10, 11-12) and schools. (Website)

4. *Connecticut's Guidelines and Standards for Comprehensive School Counseling (Website)*
5. *Connecticut's Guidelines for the Practice of School Psychology (Website)*
6. *Connecticut's Practice Guidelines for the Delivery of School Social Work Services (Website)*
7. *Westbrook District and School Improvement Goals and Curriculum Standards (Website)*

Using these documents as the foundation for teacher evaluation and professional development establishes a critical link between effective teaching and increased student learning.

The WESTBROOK Educator Development and Performance Plan is grounded in a theory of action of growth and continuous improvement. It is grounded in the theory that improvement in teaching is derived from work in the key components of the “instructional core” that is “the teacher and the student in the presence of content.” (City, Elmore, Fiarman and Teitel, 2009, p. 22). The instructional core provides the basic framework for how to intervene in the instructional process so as to improve the quality and level of student learning. The authors assert:

...There are only three ways to improve student learning at scale. The first is to increase the level of knowledge and skill that the teachers bring to the instructional process. The second is to increase the level and complexity of the content that students are asked to learn. And the third is to change the role of the student in the instructional process. That's it. If you are not doing one of these three things, you are not improving instruction and learning. Everything else is instrumental. That is, everything that's not in the instructional core can only affect student learning and performance by somehow influencing what goes on inside the core.” (p. 24).

At WESTBROOK we also acknowledge that changes in context can affect the teaching/learning process and outcomes.

### The Instructional Core (A Framework for Improvement)

*The Teacher:*

Our definition of teacher expectations is clearly defined in our rubric for effective teaching described later in this document. In the instructional core, the teacher brings himself or herself into the classroom. Parker Palmer asserts: “Good teachers join self and subject and students in the fabric of life” (p. 11) He argues that “good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” (p. 10)

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. The methods used by these weavers vary widely: lectures, Socratic dialogues, laboratory experiments, collaborative problem solving, creative chaos. The connections made by good teachers are held not in their methods but in their hearts—meaning heart in its ancient sense, as the place where intellect and emotion and spirit and will converge in the human self.” (p. 11)

In this model, the educator is an integral part of the instructional core as measured by more than the dictates of content goals attainment, but as much by how what they believe and what they do, is evident in their consistent practice. The technical aspects of educator practice from planning forward are entwined with the person and is grounded in reflection.

As we work to develop our educators, the following key questions must be integral and guide the evaluation process:

How will this affect teachers’ knowledge and skills?  
How will this affect the level of content in classrooms?  
How will this affect the role of the student in the instructional process?  
How will this affect the relationship between the teacher, the student, and content?  
(City, et al, p. 27)

To that end, the evaluation of the practice of educating as stated above is based on the *Connecticut Common Core of Teaching* (2010) (website) and *Connecticut’s School Leadership Standards* (website), as well as our specific goals evident in each schools’ improvement plans and it is intended to support professional growth in practice at all career stages.

### *The Content:*

The Westbrook evaluation program is predicated on the expectation that all educators make decisions toward teaching relevant content that is both standards-based and at the most rigorous level. While Westbrook written curriculum provides

the blueprint for both content delivery and all students' individual grade-level learning needs, Westbrook educators are expected to be current in their respective disciplines and to be focused on changes in state and national expectations in those disciplines. This evaluation program is aligned with the prescriptive value of professional development which includes the exploration of content/discipline research and adaptations.

### *The Student:*

What students are expected to know, understand, and be able to do are defined in our national, state, and local curricula. In the instructional core, we examine more precisely what it is students are asked to do, the tasks they are given, the level of difficulty of those tasks and the depth of knowledge that is expected of them. We examine how student learning is scaffolded and how and when we move toward the release of responsibility to students for their own learning. We consider their ability not only to answer questions, but also to ask the questions themselves. This element of the instructional core is not just about the tasks that students are given, but also about how the tasks address who students are, their needs, their difficulties, and their interests. It is about how the tasks serve to engage and challenge, and change students "in the presence of content."

### *The Context:*

The instructional core does not exist in a vacuum. All Westbrook education programs in operation take place in a community setting. The community setting in each school involves professionals, parents/guardians as well as town entities. Westbrook educators do acknowledge that all difference (cultural, socio-economic, etc.) must be addressed in their practice. To that end, educator development and evaluation must create a framework that requires the recognition of diverse contexts in the individual or special needs of students. In its final analysis, the cyclical nature of the Westbrook evaluation program requires evidence of reflection, multiple measures resulting in data to inform reflection and educator learning from that reflection that is evident in future decisions.

## **Guiding Principles**

In accordance with the mandates of the Connecticut's System for Educator Evaluation and Development (SEED), the Westbrook program is predicated on the following guiding principles:

- Student learning should drive the ongoing development and implementation of teacher evaluation and professional development; educators must be committed to learning, we must be students of our students;

- Educators are responsible for collecting data using multiple measures to analyze students' learning and achievement and to use that data in planning and instruction;
- The gaps between expectations for student performance and actual student performance guide the content of teacher evaluation and professional development;
- Professional growth of educators is critical to the process of increased student learning in our schools;
- School improvement is more effective and coherent when teacher evaluation and school improvement processes are integrated with an ongoing systematic professional development process;
- Consideration of where an educator is in his/her career cycle plays a vital role in effective evaluation and professional development;
- An effective evaluation plan requires a clear definition of teaching and learning and a system to assess it;
- A learning climate is created when clearly defined expectations of performance and criteria for measuring performance exist for both the teacher and the evaluator;
- We build professional community (collegial, collaborative relationships) between and among teachers and evaluators and in doing so create an optimum climate for intellectually, emotionally and physically safe teaching and learning;
- Teachers' engagement in learning is most effective when they are involved in the process of discovering innovations in teaching and in collegial sharing, *empowered* to build a plan that will support their goals, *encouraged* to question current assumptions and explore new findings while gaining expertise, and *responsible* for agreed upon outcomes (Glasser).

### **Definition of Persons Evaluating and Evaluated in the Westbrook Plan**

Evaluator refers to all individuals rated proficient to evaluate within these program guidelines whose job description includes supervision and evaluation of other educators. Persons to be evaluated in this program shall mean all certified persons below the rank of Superintendent.

### **Superintendent's Role in the Evaluation Process**

1. Arbitrate disputes
2. Allocate and provide funds or resources to implement the plan
3. Serve as liaison between the Board of Education and the evaluation process
4. Be responsible for insuring that the Professional Development Committee receives information regarding school and program improvement and individual

professional growth goals for use in planning district staff development programs.

### **Responsibility for Evaluation**

#### **Building Principal**

- All Certified Regular Education Staff

#### **Director of Special Services**

- Special Education and Related Services Staff

#### **Superintendent**

- Principals
- Director of Specials Services
- Curriculum Coach
- Curriculum Leaders
- Business Manager

### **Goals of Program**

The purpose of the new evaluation model is to evaluate educator performance fairly and accurately and to help each educator strengthen his/her practice to improve student learning. The process of evaluation has four purposes: to increase student learning, to promote effective teaching, to enhance school improvement, and to provide for accountability in the educational system.

The WESTBROOK Educator Development and Performance Plan connects to student achievement and aligns with professional development and school improvement. The purpose of the new evaluation model is to evaluate teacher performance fairly and accurately and to help each teacher strengthen his/her practice to improve student learning outcomes. This evaluation plan relies on four design principles.

The following four design principles are interdependent; each is critical in determining that evaluations meet the needs of all educators: teachers, student support professionals, school leaders and students.

#### **1 Focus on Student Learning**

Research continues to show that high quality engaging classroom instruction has a greater impact on student learning than any other school-level factor. The WESTBROOK Educator Development and Performance Plan aims to improve student learning outcomes through effective instruction and support for student and educator learning in intellectually, emotionally and physically safe environments. Furthermore, through the use of a variety of data sources, educators will organize, plan, and set goals that meet the needs of the individual student and the class. Educators will be held accountable for the use of various types of assessment data throughout the school year to evaluate student progress and to

make adjustments to their practice toward improved teaching and learning outcomes.

## **2 Multiple Measures of Performance Data**

The WESTBROOK Educator Development and Performance Plan uses multiple measures to determine whether educator performance expectations have been met. Each measure within the plan has been specifically weighted in accordance with the Connecticut SEED system that allows both educators and administrators to understand how each component contributes to the final summative evaluation rating.

## **3 Evaluator Obligation to Measure Outcomes with Fidelity**

The WESTBROOK evaluation process must have a meaningful impact on school and district improvement as well as educator effectiveness to be reliable and valid. The ability to support, develop and retain Westbrook talent is the job of the school leader. Therefore, evaluators will be held responsible for evaluating all *fairly, accurately and consistently* while taking steps to impact overall student achievement and impact achievement gaps. Administrators will adhere to all rating definitions and scoring rubrics, will be rated proficient in the use of the evaluation process and the corresponding data management systems.

All evaluators **will be trained and required** to complete proficiency and calibration activities as needed. Evaluators will also attend two additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Possible activities will include the following:

1. calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific indicators and domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the domain level;
2. follow-up face-to-face professional learning to enhance evaluator conferencing and feedback skills and debrief on calibration as needed.

## **4 Support, Professional Development, and Regular Feedback**

The Westbrook plan encourages Administrators/Evaluators and designated instructional leaders to observe professional practice in many circumstances. It is prescriptive in its requirement that Administrators/Evaluators will engage in

regular conversations with educators to discuss overall performance and student progress to establish, clarify and/or adjust school improvement goals to create and sustain student achievement and an appropriate climate for learning, to establish, clarify and/or adjust professional goals and to provide support for goals' attainment. The Administrators/Evaluators will have regular conversations with individual educators and collectively to discuss overall classroom performance and student progress; to establish professional goals and developmental needs; and to provide the support available to meet those needs.

## **5. Career Development and Professional Growth**

The Westbrook plan is predicated on support for and development of our certified staff. An expectation of career development is inherent in educator professional growth within this district. Toward that end, administrators are mandated to provide professional development opportunities that both support school and district initiatives as well as meet educator need to pursue professional learning and leadership opportunities that align with state, district and school improvement initiatives. Westbrook has embarked on several initiatives over the last 3 years that are indicative of this commitment and are benchmarks for this effort going forward. Currently, grade reform, Reader's/Writer's Workshop programming, and inquiry-based instruction are areas of innovation within curriculum delivery about which the district has presented professional development and training. These trainings are aligned with state and local district mandates. We continue to support educator growth in educational technology integration, SBAC and Common Core value-added curriculum changes, setting the conditions for learning and removing barriers to student achievement (school climate and restorative practices), safety & security in a balanced approach and the continued refinement of our Professional Learning Communities (PLC). These and many more content specific PD and training initiatives support our certified staff in career development and leadership opportunities.

## **Core Requirements/Law**

Sections 51 through 56 of PA 12-116, signed into law by Governor Dannel P. Malloy on May 15, 2012 and amended by sections 23 and 24 of PA 12-2 of the June 12 special session, requires the State Board of Education to adopt, on or before July 1, 2012 and in consultation with the Performance Evaluation Advisory Council (PEAC), guidelines for a model teacher evaluation and support program. The PEAC have renamed these “core requirements”. The WESTBROOK evaluation system was developed pursuant to these statutory requirements. The complete revised general statute is located in the appendix.

## WESTBROOK DEVELOPMENT AND PERFORMANCE PLAN

The WESTBROOK plan includes multiple measures to assess a teacher's performance comprehensively. Based on our core guiding principles and beliefs, professional collaboration is central. Collaborative teaming forms the foundation of our practice. Teams begin with student learning data and use it to design, redesign, and modify instructional practices together. A team may examine individual student work generated from common assessments (both formative and summative), locally determined assessments, as well as district and state assessments as starting points. Each school has designated opportunities for staff to engage in professional collaboration. Their job, no matter what the structure, is to adhere to the reflective practice cycle, to examine student learning data together, to engage in collaborative planning for high quality curricular and instructional design, to deliver that instruction, then to examine the results of that instruction. The process applies, whether teachers are setting individual student learning goals or collective whole school goals.

This process is shaped by the district and school improvement goals and requires ongoing professional learning to help keep educators current and strategically effective. Professional development is inherent in this process in ways not limited to traditional internal or external professional development sessions, but also includes modeling, coaching, feedback, instructional rounds, and discussing student work examples. Professional development is driven by student learning data and results in this plan.

The WESTBROOK Educator Development and Performance Plan is therefore grounded in the work to create a palate of continuous improvement strategies and confirmation of those practices that should be sustained. The processes and structures described herein rely upon both collaborative and individual work.

### Steps in the Process

The steps in the process of teacher development are summarized below in accordance with Connecticut's SEED system mandates. It includes, at a minimum, the following steps in the process:

1. **Orientation: At the start of the school year** (no later than Oct. 15)  
All teachers receive an orientation to the program, its processes and expectations, including their roles and responsibilities in the process and the standards that are used to assess teaching and learning. District and school improvement priorities and student learning objectives or goals should be announced so that they can be reflected upon in future goal setting meetings.

Orientation will be offered at faculty and PLC meetings or other appropriate forums with individual follow-up as needed.

**2. Goal Setting Conference: By October 30<sup>th</sup>**

***The CT SEED system timeline provides for implementation and evidence collection of an individual plan to occur from September – December.***

***Reflection:*** In advance of the goal (SLO) setting meeting, educators should examine student data, prior year evaluation results and feedback, and other relevant school or stakeholder data to establish individual goals. Two SLOs/goals to address student learning and achievement should be written. Each should comprise student performance (growth and development component) and be valued together at 45% of the summative evaluation rating. Forms A & B

Goals related to whole school student learning and parent feedback will comprise 15% of the final summative rating. Observation of educator performance and practice as discussed earlier in this plan will comprise 40% of the summative evaluation rating. Forms C & D

***Goal Setting Conference:*** The educator and evaluator meet to discuss the proposed SLOs/goals and arrive at mutual agreement about them. The goals for the year must be informed by data and evidence by the combined collection of both educator and evaluator. Evaluators may require changes to goals and objectives if they are not aligned with district and school improvement priorities or meet established curriculum and standards requirements.

This chart exemplifies a completed goal; one which addresses each form field:

<b>A Complete Goal</b>	<b>Definition</b>	<b>Reflection/Preparation</b>
The Rationale	Goal is defined with regard to why it was chosen. It should connect with district/school improvement goals and addresses student learning needs as evidenced by data on student performance and achievement as addressed above – standardized assessments, local assessments, perceptual data, behavioral data.	Consider the baseline data and background information. What did I use to write/establish this goal? Have I considered the strength and weaknesses of my students with regard to content standards (CCSS if available)? An educator might also consider this goal in the context of affecting whole school learning.
Student Learning Objective	The objective itself must define, <b>what</b> you are projecting your students will achieve. It should be	Consider what impact your practices including preparation, planning, strategies may have

	written as a specific, measurable, attainable, relevant and timely (S.M.A.R.T.) goal. The SLO/goal must be relevant to most if not all students, and as such should be <b>“ambitious”</b> and reference at least one year’s worth of progress.	resulted in the growth of your students toward achieving your stated SLO/goal growth projection. This SLO/goal should, therefore, be specific to what you want to achieve with your students.
Action Steps	The goal must be specific to how you and your students will achieve this goal. It should address your next steps, a plan of action that includes what you will do, and what you expect the students will need to do.	Consider how you will direct progress toward meeting this goal. Think about the standards you are working toward and map the strategies will you use, and the support you will need. Identify what Professional Development you will need.
Indicators of Academic Growth and Development (IAGD)	Consider the evidence you will use. How are you and your evaluator going to know if there is progress toward achievement of this SLO/goal? What standardized (1 required if available) and non-standardized metrics are you using? Remember the SLO/goal must be S.M.A.R.T. What other indicators you are using to measure your students growth and development.	What is your actual target of performance growth for your students? What data are you going to consider now in preparation to meet your new targets?

**3. Observations of Practice: Ongoing**

The administrator observes educator practice using a rubric, and conducts conferences related to those observations. The administrator provides a rating on the rubric.

**4. Ongoing Data Collection Related to Performance and Practice: Ongoing**

The educator collects data related to the student outcomes and learning goals as well as data regarding practice and performance as required by the rubric.

**5. Interim Mid-year Check-in Conference: January/February**

Educator and evaluator will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Evidence about practice and student learning data should be reviewed. It is important to note that local/formative assessment data and perceptual data may be a part of this conversation. Other student indicators may be taken into account such as behavioral data, participation and engagement elements (absences, referrals),

student engagement in other kinds of school activities impacting their achievement and the educator’s assessment of their students’ learning needs/styles. This is conversation that should reference both empirical and anecdotal information. Educators and evaluators may mutually agree to revisions of strategies, approaches or targets to accommodate other changes in the goals.

**6. End of Year Summative Review: By End of School Year**

**Self-Assessment (by May 15):** Educator reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. The educator completes a self-assessment prior to this meeting for the administrator’s review and thereby creates the forum for discussion. The self-assessment should be viewed as the lead-off discussion points and should be crafted in accordance with the fields addressed in SLO/goal proposals and should be evidence itself of the educator’s reflections on the SLO/goals they have chosen. Educators are asked to describe the results they have noted (positive or negative), provide their evidence and describe what contributing practice factors impacted those results. Educators are asked to consider what they have learned and how they will use that knowledge going forward. They should consider what types of Professional Development or support they perceive would be helpful to future goals attainments. (Form L)

**End of Year Conference:** Educator and Evaluator meet to discuss all of the evidence collected to date and goals attainment. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation. The summative report may be revised based on additional assessment data collected during the summer.

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

<b>Exceeded</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially met</b>	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.
<b>Did not meet</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

### 7. Final Summative Rating

After all data, including state test data, are available, the evaluator may adjust the summative rating (before September 15<sup>th</sup>) if the state test data have a significant impact on the final rating.

It is expected that the process is actively engaged in by both educator and evaluator: establishing goals based on student learning data, engaging in collaborative processes to create or review curriculum, design instruction and engage in high quality instruction. It is expected that the educator will bring this process into their repertoire of practice strategies.

This chart is a brief summary of the responsibilities.

<b>Areas of Evaluation</b>	<b>Educator Responsibility</b>	<b>Administrator Responsibility</b>
Observation of educator performance and practice (40%)	<ul style="list-style-type: none"> <li>• Self-reflection on standards</li> <li>• Identification of professional learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post Conferences</li> <li>• Observations of practice - see chart p.19</li> <li>• Summative Rating</li> </ul>
Parent feedback (10%)	<ul style="list-style-type: none"> <li>• Mutual goal setting and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Mutual goal setting</li> <li>• Summative rating</li> </ul>
Whole school student learning or student feedback (5%)	<ul style="list-style-type: none"> <li>• Mutual goal setting and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Mutual goal setting</li> <li>• Summative rating</li> </ul>
Student learning/achievement measures (45%)	<ul style="list-style-type: none"> <li>• Two (2) student learning goals</li> <li>• Fall, mid-year, end of year conferences to write/adjust SLOs/goals</li> <li>• Data collection/reflection</li> <li>• Mutual goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, mid-year, end of year conferences</li> <li>• Mutual goal setting</li> <li>• Summative rating</li> </ul>
Final Rating (100%)		<ul style="list-style-type: none"> <li>• Final Summative Rating</li> </ul>

## Summative Teacher Development and Performance Review:

The Core Requirements of the Connecticut Guidelines for Educator Evaluation require that districts weight the components of the educator’s annual summative evaluations and ratings as follows:

<b>Educator Performance and Practice</b>	<b>Student Outcomes and Learning</b>
40% Observation of educator performance and practice	45% Student learning/achievement measures
10% Parent feedback	5% Whole school student learning or student feedback
= 50%	= 50%
<b>100% = Summative Rating</b>	

All educators will be evaluated in four categories, grouped into two major focus areas: Performance and Practice based on student learning outcomes. The specifics of each portion of the plan are outlined below.

### **Student Outcomes and Learning**

#### 45% Student Learning/Achievement Measures

The process for assessing student growth uses multiple indicators of academic growth and development. The educator will create a minimum of two goals (Student Learning Objective or SLO) for student growth and will use standardized tests (in those content areas where state standardized indicators are available) to comprise 22.5% of the rating. A non-standardized indicator should be used for the other 22.5%. (For non-state tested grade levels or subject areas or where state standardized indicators are not available, non-standardized indicators may be used for all 45%.)

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those

teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. *(The required use of state test data is suspended, pending federal approval, for the 2015 - 16 academic year.)* A state test can be used only if there are interim assessments that lead to that test and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select an additional non-standardized indicator.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference. ***Evaluators are strongly urged to use their professional judgment, not just an algorithm to determine the final summative rating.***

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 30 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. If the new results change the rating, the evaluator shall call a conference with the teacher to review the results and their impact. The evaluation rating can be amended at that time as needed, but no later than August 15.

#### 5% Whole School Student Learning (Form K)

Westbrook educator's goals must be connected to the district and school improvement priorities as evidenced by the School Performance Indicator (SPI).

#### *Whole-School Student Learning Indicator*

An educator's indicator rating is equal to the aggregate rating for multiple student learning indicators established for the Administrator's evaluation rating at the school. This is based on the school performance index (SPI), which correlates to the whole-school student learning, an established goal in the Administrator's evaluation. Administrators may opt to consider some

whole school responses from students on Spring administered climate surveys as they are developed in accordance with BOE adopted national standards reflecting teaching and learning environments.

Educators will establish a goal relative to whole school learning collectively, that is aligned with their administrator's goal.

## **Teacher Performance and Practice**

### 40% Observation of Teacher Performance and Practice

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the Connecticut SEED system rubric based on the *Common Core of Teaching*. The CCT and its state approved rubric are found in the appendices of this document.

Westbrook educators' performance will be assessed within the 4 domains of the state's newly revised CCT rubric (May 2014). The rubric is consistent with Connecticut's TEAM program of mentorship in the professional development of new educators. The rubric parallels the tenets of the TEAM modules and moves from the platform of reflective practice to advance educators' practices and student achievement. Like TEAM, the CCT rubric seeks documentation of the evidence of growth instructional practice and allows the presence of collaborative planning and practice in which students may be successful.

Evaluators will rate educator practice by reviewing data that is collected on an ongoing basis through the formal and informal observation process, dialogue with the educator, in the review of the products of practice such as lesson plans and in the review of student work to reach a summative rating. Educators should be a part of this process and self-assess using the CCT and state's rubric to share in reflection with their evaluator and the process of conferencing formally and informally (invaluable to the educator's practice and their students' achievement).

The following Domains are described as they will be assessed:

**CCT Rubric for Effective Teaching 2014**

<b>Evidence Generally Collected Through In-Class Observations</b>	<b>Evidence Generally Collected Through Non-Classroom/Reviews of Practice</b>
<p><b>Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning</b>            Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</p> <ul style="list-style-type: none"> <li>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</li> <li>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</li> <li>1c. Maximizing instructional time by effectively managing routines and transitions</li> </ul>	<p><b>Domain 2 - Planning for Active Learning</b>            Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <ul style="list-style-type: none"> <li>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</li> <li>2b. Planning instruction to cognitively engage students in the content.</li> <li>2c. Selecting appropriate assessment strategies to monitor student progress.</li> </ul>
<p><b>Domain 3 - Instruction for Active Learning</b>            Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <ul style="list-style-type: none"> <li>3a. Implementing instructional content for learning.</li> <li>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</li> <li>3c. Assessing student learning, providing feedback to students and adjusting instruction.</li> </ul>	<p><b>Domain 4 - Professional Responsibilities and Teacher Leadership</b>            Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</p> <ul style="list-style-type: none"> <li>4a. Engaging in continuous professional learning to impact instruction and student learning.</li> <li>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</li> <li>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</li> </ul>

See Appendix for the complete CCT Rubric

**OBSERVATION REQUIREMENTS:**

The observation minimal requirements of the Westbrook evaluation process will be as follows:

Year 1 and 2 teachers receive at least 3 formal in-class observations. Two of 3 include pre-conference and all include a post-conference.

Teachers who receive a performance rating of below standard or developing receive a number of observations appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a preconference and all include a post-conference. Educators may be observed in practice in other settings as deemed appropriate by the administrator.

Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of 1 formal in-class observation no less frequent than every year, 1 review of practice every year and 1 informal in-class observations appropriate to individual plans.

<b>Educator Experience/ Ratings</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year teachers or others with below standard or developing ratings	3 <sup>rd</sup> & 4 <sup>th</sup> year teachers with proficient or exemplary ratings	5+ year teachers with proficient or exemplary ratings
Observation requirements	3 formal 2+ informals* appropriate to individual plans	1 formal 1 review of practice 1 informal appropriate to individual plans	1 formal 1 review of practice 1 informal (if appropriate to individual plans by invitation, announced or unannounced)

\*For classroom teachers, formal observations must be “classroom” observations. Informal observations are also classroom based. Beyond the required number of these will be supplemented with observations of practice in settings outside the classroom and review(s) of practice. For certified educators that serve in student support /clinical roles, observations will be conducted in the most appropriate settings as determined by the evaluator and the evaluatee and shall be evaluated using the appropriate alternate rubric for student support personnel. See Appendices on website.

***Definition of Effectiveness and Ineffectiveness***

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a

summative rating of Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan.

\* Observations/reviews of practice (& informals) may include educator practice in other areas of responsibility such as data team meetings, coaching/mentoring other educators, facilitating or delivering professional development to educators, as well as examining artifacts of practice such as lesson plans, data collections, or other artifacts relevant to their instructional assignments.

In all observations of practice and corresponding artifacts examination, the evaluator will use the State of Connecticut’s CCT rubric through which they will provide feedback and host conversations with the educator. Professional dialogue is a necessary part of the observation cycle. The feedback process is valuable and required for each observation. An evaluative rating will be assigned for performance and practice at the summative conference. Administrators are expected to gather and analyze evidence for all of the indicators identified and assign the rating at the domain level. Once assigned, the summative rating will be assigned according to the rubric below.

### **Summative Rating Guidelines for Observation of Teacher Performance and Practice**

<b>Rating</b>	<b>Criteria</b>
<b>Exemplary</b>	Minimum of three exemplary ratings and no rating below proficient
<b>Proficient</b>	Minimum of three proficient ratings and no rating below standard
<b>Developing</b>	Minimum of two proficient ratings and not more than one rating below standard
<b>Below Standard</b>	Two or more ratings below standard

#### 10% Parent Feedback

Ten percent (10%) of an educator’s evaluation will be based on whole school parent feedback, including data from surveys. Surveys will be used to capture parent feedback that is anonymous and demonstrates purposeful fairness and validity.

The National School Climate Center’s Comprehensive School Climate Inventory (CSCI) will be used as a source of data for this indicator. Westbrook will use the whole school approach to the parent survey in order to support goal setting within this category at the beginning of the school year, based on the scales of the surveys administered in late spring of each year. Administrators will set whole school goals, connected to each administrator’s targets and educators will design strategies that they feel will contribute to goal attainment. Those strategies should take into consideration the educator’s specific instructional assignments and their target goal. Feedback from parents in surveys will be aggregated and reviewed with comparisons year to year. Both educators and evaluators are asked to use their collective judgment in setting the improvement targets. Administrators/evaluators must base ratings on the areas of need identified by the whole school survey results and include evidence of the educator’s use of strategies to address areas in need of improvement or areas that need to be sustained that are identified by survey results.

<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

**Summative Ratings**

The WESTBROOK Development and Performance Plan uses the four- level matrix rating system that is now required by the State of Connecticut’s SEED evaluation system for all educators.

The four areas discussed earlier are as follows:

**Student Learning Achievement Measures (45%)**

<b>Exceeded</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially met</b>	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.
<b>Did not meet</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

**Whole school student Learning (5%)**

<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

### **Teacher Performance and Practice (40 %)**

#### ***Rating Guidelines for Observation of Teacher Performance and Practice by CCT Domain***

<b>Rating</b>	<b>Criteria</b>
<b>Exemplary</b>	Minimum of three exemplary ratings and no rating below accomplished
<b>Proficient</b>	Minimum of three accomplished ratings and no rating below standard
<b>Developing</b>	Minimum of two accomplished rating and not more than one rating below standard
<b>Below Standard</b>	Two or more ratings below standard

### **Parent Feedback (10%)**

<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

These four areas are totaled as follows for the summative rating:

<b>Teacher Performance and Practice</b>	<b>Student Outcomes and Learning</b>
40% Observation of teacher performance and practice	45% Student Learning/achievement measures
10% Parent feedback	5% Whole school student Learning or student feedback
= 50%	= 50%
<b>100% = Summative Rating</b>	

In the aggregate the yearly summative evaluations must provide each Westbrook educator with a rating that is one of four performance evaluation designations: ***Exemplary, Proficient, Developing, Below Standard.***

The performance levels are defined as follows:

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

WESTBROOK evaluators will rate each educator’s performance in each of the four categories as follows:

- A. Performance
  - a. Student learning/achievement metrics
  - b. Whole school student learning
  - c. Observation of teacher performance and practice
  - d. Parent feedback
- B. Combine the student learning/achievement measures and whole school student learning into a single rating, taking into account their relative weights. Arrive at an overall “Student Outcomes and Learning Rating”
- C. Combine the Observation of teacher performance and practice rating and parent feedback rating, taking into account their relative weights. This will represent a “Teacher Performance and Practice Rating”
- D. 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. If the two focus areas are highly discrepant then the evaluator would examine the data and gather additional information in order to arrive at a rating.

<b><i>Teacher Performance and Practice Rating</i></b>					
		<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b><i>Below Standard</i></b>
<b><i>Student Outcomes and Learning Rating</i></b>	<b>Exemplary</b>	Exemplary	Exemplary	Proficient	<i>Gather Further Information</i>
	<b>Proficient</b>	Proficient	Proficient	Proficient	<i>Gather further information</i>
	<b>Developing</b>	Proficient	Developing	Developing	Below Standard

	<b><i>Below Standard</i></b>	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard
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Westbrook administrators will complete state required evaluation training that will confirm their ability to use their professional judgment in determining a summative rating as above. Beginning teachers shall generally be deemed effective if the teachers receive at least two sequential “proficient” ratings, by the fourth year of a beginning teacher’s career. It is expected for those teachers who receive tenure to have final summative ratings of “proficient” or “exemplary” in accordance with Connecticut’s SEED system ratings and the Core requirements of the sanctioned rating system.

### **Westbrook Extended Evaluation Plan**

When a tenured Westbrook educator’s performance is rated in summation at Developing or Below Standard that individual will be required to work with their evaluator and WEA President (or designee) to design an intensive assistance professional development plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. Educators whose performance outcomes continue to warrant ratings below “Proficient” are not automatically assigned to the same Extended plan. As all educators’ instructional assignments are made with the approval of the Superintendent of Schools, the Superintendent will recommend their assignment to an Extended Plan or recommend dismissal to the Board of Education.

**Evaluation Criteria:** The evaluation criteria are derived from the components of the Westbrook Development and Performance Plan:

#### Teacher Performance and Practice

- a. Observation of teacher performance and practice
- b. Parent feedback

#### Student Outcomes and Learning

- a. Student Learning/achievement measures
- b. Whole school student Learning or student feedback

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

- Observations in a range of settings

- Examination of artifacts/student work
- Reflective conversations with supervisors, coaching
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Comprehensive goal setting

**Time period:** The timeframe for improvement is for teachers in the “Developing” category, there are 180 days (one year) to achieve a rating of “Proficient”. For teachers with a rating of “Below Standard”, the timeframe is 90 days or (1/2 year) to achieve a “Developing” rating and one year to achieve an “Proficient” rating.

**Accountability:** Documentation of evaluation criteria will include summative ratings supported by evidence. It may include strengths, areas needing improvement and recommended strategies for meeting any IAGD next steps. It may also include a recommendation regarding continued employment. Professional development in the form of in-service trainings, coaching, etc. should be part of this process.

**Peer support:** The primary support for staff in this format will be the administrator. Others, including peers, may provide additional supervision or assistance.

**Evaluator:** The evaluator for staff in this format will be an administrator.

### **Dispute-Resolution Process**

When there is disagreement between evaluator and evaluatee with respect to the evaluation process, efforts should be made to resolve the issue at the lowest possible level, potentially including other parties to assist in mediating the disagreement

In cases where mediation does not result in agreement between the evaluator and evaluatee (on goals/objectives, the evaluation period, feedback, or the professional development plan) a process is established as follows:

- The dispute will be referred to a subcommittee of the PDEC
  - The dispute resolution committee will consist of one representative from the PDEC selected by the superintendent, one representative of the PDEC selected by the collective bargaining unit, and one neutral party as mutually agreed upon between the superintendent and collective bargaining unit representative.
- In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

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# **Westbrook Administrator Support & Evaluation Plan**

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**Building Level Administrators & Central Office Personnel**

**May 5, 2015**

**Edited July 14, 2015**

## **ADMINISTRATOR SUPPORT AND EVALUATION PLAN**

The Westbrook Administrator Support & Evaluation Plan aligns with the Teacher Support and Evaluation Plan. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

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

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

## **Design Principles**

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

### **1 Focus on What Matters Most**

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

### **2 Emphasize Growth Over Time**

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

### **3 Interface of Educational Leadership Practice and Personal Leadership Practice**

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

### **4 School and District Development Planning as the Foundation for Improvement**

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

## **5 Professional Learning and Development**

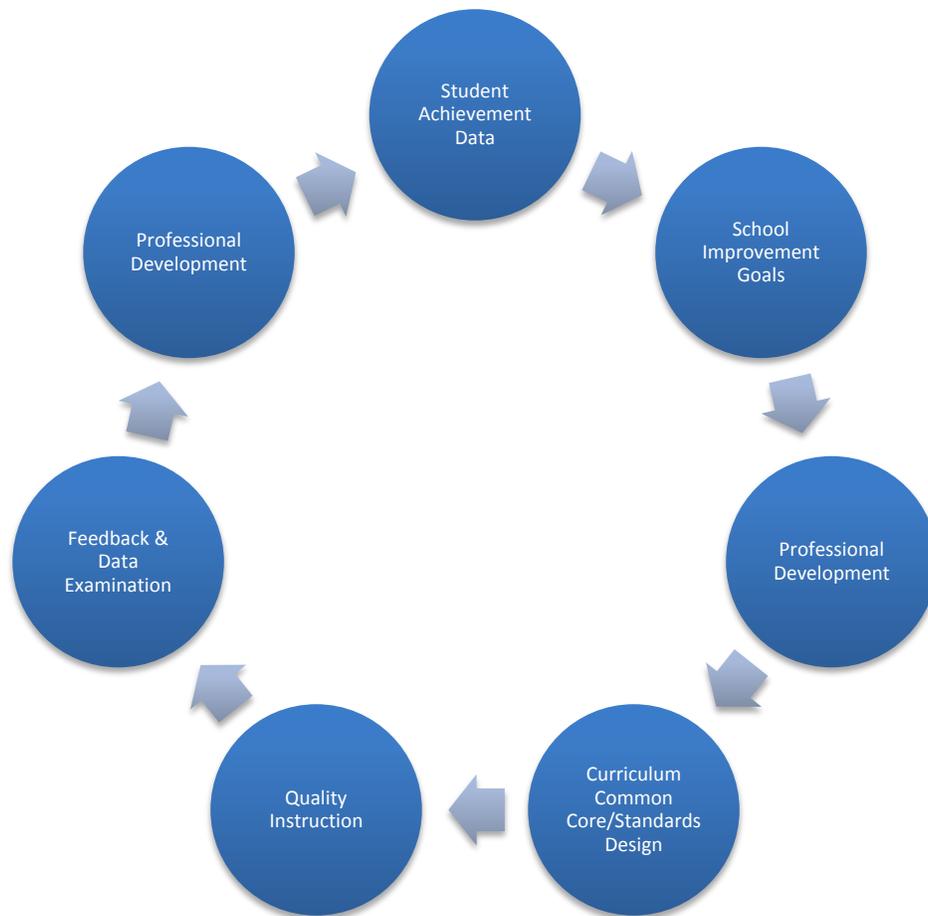
An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So the model requires evaluators to observe the practice of administrators and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

## **6 Consider Implementation at Least as Much as Design**

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

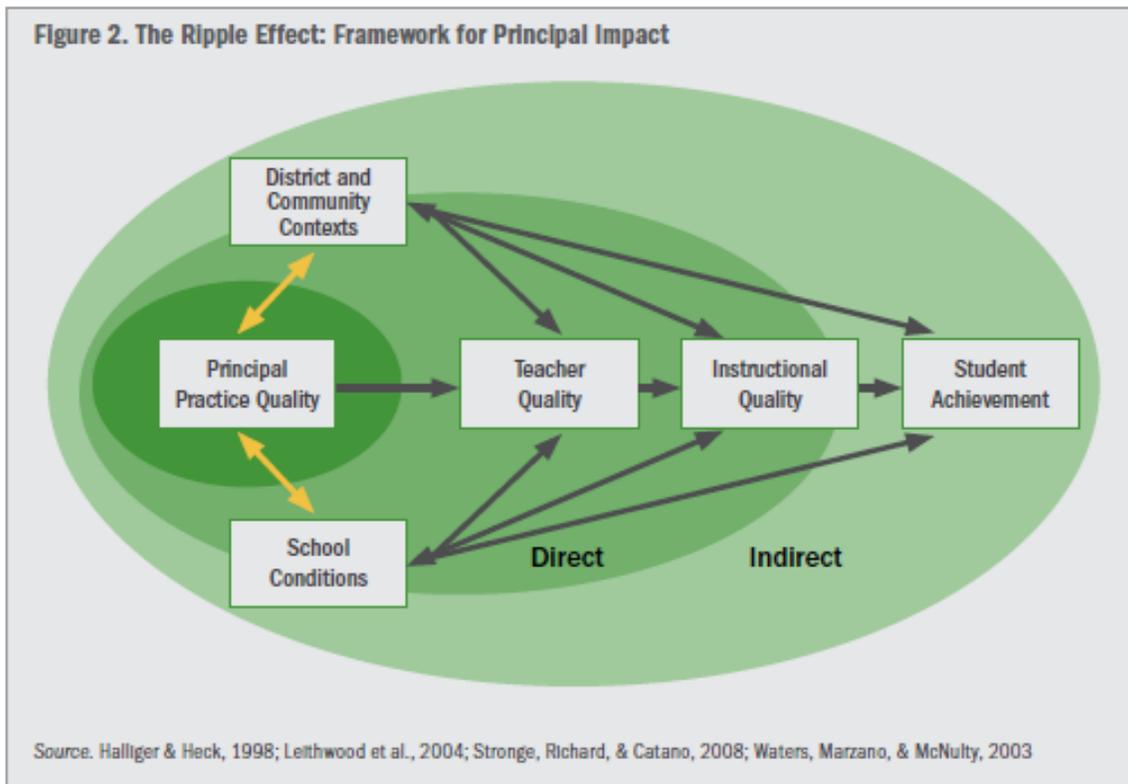
### **Model of Continuous Improvement**

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



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

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



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

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

- Meeting Performance Expectations of the CT Standards for School with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects

- Meeting and making progress on two student learning objectives/goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

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

## Overview of the Process

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

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

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

### **June-July: Orientation and Context Setting**

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);
2. Stakeholder survey data are available for review by the administrator;
3. The Superintendent or her designee has communicated student learning priorities for the year;
4. The administrator has developed a school development plan that includes student learning goals; and,
5. The evaluator has reviewed the Administrator Support & Evaluation Plan with the Administrator to orient him/her to the evaluation process.

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

conduct effective teacher observations and providing effective feedback and coaching where appropriate. Westbrook administrators may also participate in state training for assessment/evaluation.

### **July-September: Goal-Setting and Plan Development**

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school development plan. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

Are there any assumptions about specific goals that need to be shared because of the local school context?

Are there any elements for which Accomplished performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

### **September-December: Plan Implementation and Collect Evidence**

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. For the evaluator, this must include at least **two** and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site are essential.

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

provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

### ***Observable Evidence***

#### **Directly observing an administrator at work**

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

#### **Observing the systems established by the administrator**

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

### ***Documented Evidence***

#### **Collecting artifacts**

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

#### **Reviewing school data**

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

### **January: Mid-year Formative Review**

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

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

The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts to identify key themes for discussion.

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

#### **April/May: Self-Assessment**

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the Leadership Framework.

In the Leadership Framework, the standards have been distilled into four Performance Expectations: **1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate.** For each of the four Performance Expectations, the administrator determines whether he/she:

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

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

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

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

Following the conference, the evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that

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

### **The Four Components of the Evaluation**

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

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

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

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

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

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

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

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

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

#### *Arriving at a Leadership Practice Summative Rating*

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

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

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

School Based Administrators:

**Rate Each Performance Expectation:**

**1. Instructional Leadership:**

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

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

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

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

## 3. Management and Operations:

<p><b>Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</b></p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p>			
<p><b>(4) Exemplary:</b> Integrates a wide range of personal and</p>	<p><b>(3) Accomplished:</b> Uses a range of personal and</p>	<p><b>(2) Developing:</b> Uses some or inconsistent personal or</p>	<p><b>(1) Below Standard:</b> Applies inappropriate personal or</p>

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

**Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.**

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

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

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

Assistant Administrators and Other School-Based Administrators:

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

Central Office Administrators

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

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

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator's role and scope of responsibility.

#### Component Two: Stakeholder Feedback (10%)

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

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

#### *Arriving at a Stakeholder Feedback Summative Rating*

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

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

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

1. Select appropriate survey measures aligned to the CT Standards for School Leaders.
2. Review baseline data on selected measures.
3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders

5. Aggregate data and determine whether the administrator achieved the established target

6. Assign a rating, using this scale:

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
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

Component Three: Student Learning Indicators (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.

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

*Locally Determined Measures*

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

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, the school must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating goals should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):
  - First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
  - The Administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
  - The Administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
  - The Administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
  - The Administrator shares the goals with her/his evaluator, informing a conversation designed to ensure that:
    - The objectives are adequately ambitious.
    - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
    - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
    - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Administrator and evaluator collect interim data on the goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for this portion, as follows:

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

Component Four: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

## Determining End of Year 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 four Performance Expectations of the Leadership Framework rubric and the stakeholder feedback targets.

Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

### **B. OUTCOMES:**

#### **Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%**

The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

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

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

		<i>PRACTICE RELATED INDICATORS RATING</i>			
		<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
<i>OUTCOMES RELATED INDICATORS RATING</i>	<b>Exemplary</b>	Exemplary	Exemplary	Accomplished	Gather Further Information
	<b>Accomplished</b>	Accomplished	Accomplished	Accomplished	Gather further information
	<b>Developing</b>	Accomplished	Developing	Developing	Below Standard
	<b>Below Standard</b>	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

## Summative Administrator Evaluation Rating

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Leadership Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and Westbrook priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *Exemplary* performance on more than a small number of practice elements. *Accomplished* represents fully satisfactory performance, that is, effective performance.

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

components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

### **Professional Assistance Plan**

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

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

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

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

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

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

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

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

### **Final Ratings: Support Plan and Dispute Resolution Process**

**Intensive Assistance:** When a tenured Westbrook administrator's performance is rated in summation at Developing or Below Standard, the administrator will be required to work with the superintendent and an administrator consultant (RESC or CAS designee to be agreed upon by the administrator and superintendent) to design an *intensive assistance* professional development/growth plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The agreed upon evaluation criteria in the extended professional development and support plan will include the components found in the administrator evaluation and support plan and the methods used to evaluate within the administrator plan will also apply. The administrator placed in intensive assistance with a final rating of developing will have 180 days (1 school year) to achieve a rating of proficient. Administrators placed in intensive assistance with a final rating of below standard will have 90 days to achieve a developing rating and 1 year to achieve proficiency. Administrators whose ratings continue to be below proficient will not be automatically assigned the same extended support plan. The superintendent will recommend the assignment of an extended support plan or recommend dismissal to the Board of Education.

**Dispute Resolution Process:** In Westbrook, administrators are not a bargained unit. There is no representation for administrators as a unit. However, the Westbrook plan will provide a mechanism for dispute resolution that effectively creates representation in this that circumstance. When there is disagreement between evaluator and evaluatee with respect to the evaluation process and/or final ratings, efforts shall be made to resolve the issue at the lowest possible level, potentially including mediation with a neutral party. Where agreement cannot be reached (on goals/objectives, the evaluation period, feedback, or the professional development plan), the superintendent (the evaluator) will refer the dispute to an agreed upon entity which will consist of 2 neutral superintendents and 2 RESC or CAS recommended administrators (principal or director). Each member of the 4-person team will be agreed upon by both the superintendent (evaluator) and the administrator (evaluatee). In the event that the agreed upon team does not reach a unanimous conclusion, the superintendent (evaluator) decision shall be binding and recommended to the Board. The administrator has the right to appeal to the Board of Education.

### **Evaluation-based Professional Learning**

Westbrook is committed to supporting the continuous growth and development of the leadership of the organization. Westbrook provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice,

or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within or outside of the organization to meet individual learning needs.

### **Career Development and Growth**

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

### **Evaluation Dispute Resolution Process**

#### Appendices

- A. Leadership Framework
- B. Central Office Leadership Framework
- C. End of Year Conference Guiding Questions for Administrators
- D. Final Summative Rating Form

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



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



4. Culture and Climate	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationship	Sample Evidence of Performance
<p><b>4.1 Family and Community Engagement:</b> Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district</p>	<p>4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests</p>	<p>4.1C: Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school- wide and student- specific learning</p>	<p>4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.</p>	<p>School Improvement Plan Parent Survey Parent Meetings</p>
<p><b>4.2 School Culture and Climate:</b> Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school</p>	<p>4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.</p>	<p>4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.</p>	<p>4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.</p>	<p>4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.</p>	<p>Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data</p>
<p><b>4.3 Equitable and Ethical Practice:</b> Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.</p>	<p>4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.</p>	<p>4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations</p>	<p>4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators</p>	<p>4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.</p>	<p>Student Learning Data SRBI Data Special Education Data</p>



**Rate Each Performance Expectation:**

**1. Instructional Leadership:**

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

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

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



**3. Management and Operations:**

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

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

**Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.**  
 Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

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

**Performance Expectation 1: Instructional Leadership**

**Performance Expectation 2: Human Capital/Talent Development**

**Performance Expectation 3: Management and Operations**

**Performance Expectation 4: Culture and Climate**

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

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

**40% Leadership Practice =**



## Westbrook/Shoreline/LEARN Central Office Leadership Framework

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

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

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

**Rate Each Performance Expectation:**

**Performance Expectation 1: Instructional Leadership:**

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

**Performance Expectation 2: Human Capital/Talent Development:**

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

**Performance Expectation 3: Management and Operations:**

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

**Performance Expectation 4: Culture and Climate:**

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

RATE:

**Performance Expectation 1: Instructional Leadership:**

**Performance Expectation 2: Human Capital/Talent Development:**

**Performance Expectation 3: Management and Operations:**

**Performance Expectation 4: Culture and Climate:**

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

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

## End of Year Conference Guiding Questions for Administrators:

05/01/15

To help you to prepare for your final summative evaluation, the following process/guiding questions are listed below to help guide the final summative evaluation. This addresses all four components of the plan. You will use your school development plan work, including results and outcomes as a central data source.

### **Component One: Leadership Practice (40%)**

You are expected to assess your practice on the four Performance Expectations of the LEARN/Shoreline framework, supported by your personal leadership practices.

<b>Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</b>			
1.1 <b>Mission, Vision and Goals:</b> Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.			
1.2 <b>Student Achievement Focus:</b> Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.			
1.3 <b>Collaborative Practice:</b> Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.			
<b>Using evidence determine:</b>			
<b>(4) Exemplary:</b> Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	<b>(3) Accomplished:</b> Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	<b>(2) Developing:</b> Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	<b>1) Below Standard:</b> Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

<b>Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</b>			
2.1: <b>Recruitment, Selection, and Retention:</b> Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.			
2.2: <b>Professional Learning:</b> Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.			
2.3: <b>Observation and Performance Evaluation:</b> Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.			
<b>Using evidence determine:</b>			
<b>(4) Exemplary:</b> Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	<b>(3) Accomplished:</b> Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	<b>(2) Developing:</b> Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	<b>(1) Below Standard:</b> Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.
<b>Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</b>			
3.1 <b>Management of the Learning Environment:</b> Uses all available resources to create an environment conducive to student and adult learning.			
3.2 <b>Safety and Security:</b> Develops, Implements, and regularly evaluates a comprehensive safety and security plan			
3.3 <b>Resource Management:</b> Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan			
<b>Using evidence determine:</b>			
<b>(4) Exemplary:</b> Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	<b>(3) Accomplished:</b> Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	<b>(2) Developing:</b> Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	<b>(1) Below Standard:</b> Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

<b>Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</b>			
4.1 <b>Family and Community Engagement:</b> Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district			
4.2 <b>School Culture and Climate:</b> Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school			
4.3 <b>Equitable and Ethical Practice:</b> Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.			
<b>Using evidence determine:</b>			
<b>(4) Exemplary:</b> Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	<b>(3) Accomplished:</b> Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	<b>(2) Developing:</b> Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	<b>(1) Below Standard:</b> Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

The following schema is used to determine the summative rating for this category:

School Based Directors:

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

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

Assistant Administrators and Other School-Based Administrators:

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

### **Component Two: Stakeholder Feedback (10%)**

Feedback from stakeholders represents 10% of your summative rating. Using your survey data, you have established parent driven goals, within your school development plans, to address stakeholder feedback. In addition, you have identified in your plan the strategies that you intended to employ to meet the target.

Examine the Indicator that you established for your parent/stakeholder feedback. Determine your results. Reflect on the degree to which you made growth on this measure. Using the data collected through your school development plan, determine the degree to which you met your performance target.

<b>Stakeholder/Parent Feedback</b>
For your parent/stakeholder feedback goal, what were your results? Did you meet the target? What did you do to contribute to these results? What might you do differently? Or where should you go next?

**Self assess and** assign a rating, using this scale:

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

**Component Two: Stakeholder Feedback (10%) Rating:** \_\_\_\_\_

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

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 administrators’ evaluation. **Since we did not have state data this year, school development plan goals all focused on locally-determined measures. Reflect on the outcomes related to those goals.**

**To prepare, examine each academic goal that you set as well as the whole school indicator (magnet theme related goal) that you set with your faculty. (See questions below) Determine the results and outcomes related to each of those goal.**

(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.)

<p><b>Student Learning: 45%</b></p>
<p><i>Review of academic goals</i></p> <p>For each of the academic goals, please describe your progress relative to the indicators of academic growth:</p> <p><b>Goal One:</b> To what extent did you meet the established targets on your indicator of academic growth? Did most students meet the indicators within a few points on either side of the target? What actions did you take that contributed to the student progress? What, if anything, got in the way? What most contributed to the results?</p>

**Goal Two:**

To what extent did you meet the established targets on your indicator of academic growth? Did most students meet the indicators within a few points on either side of the target? What actions did you take that contributed to the student progress? What, if anything, got in the way? What most contributed to the results?

**Goal Three: Whole School Indicator**

For your whole school student learning goal, what were our results? Did you meet the goal and the targets that you established? What did you do to contribute to these results? What might you do differently? Or where should you go next?

Since for 2015-2016 there is a state waiver, then the locally determined portion is rated as **45%**

Reflect on your outcomes across the three goals: **Self assess:**

Select the rating that you believe accurately reflects your outcomes:

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

## Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness is measured by an aggregation of teachers' student learning objectives (GOALS) . This is the basis for assessing directors' contribution to teacher effectiveness outcomes and constitutes 5% of an administrator's evaluation. After completing your evaluations of your staff, you will self assess the level of teacher effectiveness. Please bring this data to the summative discussion. Using the rubric below, please **self assess** and rate based on your teacher outcomes related to their student learning goals.

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

## 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 four performance expectations of the leader evaluation framework/rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

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

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

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

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

<b>Practice Rating: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%</b>			
At this point, we combine the Leadership Practice and the Stakeholder Feedback. Combining the 40% +10%, for the <b>50%</b> where would you situate your results?:			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1
<b>50% =</b>			

<b>Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%</b>			
At this point, we combine the Student Learning and Teacher Effectiveness outcomes. Combining the 45% +5%, for the <b>50%</b> where would you situate your results?:			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1
<b>50% =</b>			

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

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

- 1. **Exemplary:** Substantially exceeding indicators of performance
- 2. **Accomplished:** Meeting indicators of performance
- 3. **Developing:** Meeting some indicators of performance but not others
- 4. **Below standard:** Not meeting indicators of performance

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

		<i>PRACTICE RELATED INDICATORS RATING</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>OUTCOMES RELATED INDICATORS RATING</i>	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Determine the final rating:

**Summative Evaluation Final Rating:** \_\_\_\_\_

## Final Summative Rating Form

### Component One: Leadership Practice (40%)

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

<p><b>Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</b></p>			
<p><b>1.1 Mission, Vision and Goals:</b> Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.</p>			
<p><b>1.2 Student Achievement Focus:</b> Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.</p>			
<p><b>1.3 Collaborative Practice:</b> Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.</p>			
<p><b>Using evidence determine:</b></p>			
<p><b>(4) Exemplary:</b> Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p><b>(3) Accomplished:</b> Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p><b>(2) Developing:</b> Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p><b>1) Below Standard:</b> Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.</p>

<b>Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</b>			
2.1: <b>Recruitment, Selection, and Retention:</b> Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.			
2.2: <b>Professional Learning:</b> Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.			
2.3: <b>Observation and Performance Evaluation:</b> Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.			
<b>Using evidence determine:</b>			
<b>(4) Exemplary:</b> Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	<b>(3) Accomplished:</b> Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	<b>(2) Developing:</b> Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	<b>(1) Below Standard:</b> Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.
<b>Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</b>			
3.1 <b>Management of the Learning Environment:</b> Uses all available resources to create an environment conducive to student and adult learning.			
3.2 <b>Safety and Security:</b> Develops, Implements, and regularly evaluates a comprehensive safety and security plan			
3.3 <b>Resource Management:</b> Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan			
<b>Using evidence determine:</b>			
<b>(4) Exemplary:</b> Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	<b>(3) Accomplished:</b> Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	<b>(2) Developing:</b> Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	<b>(1) Below Standard:</b> Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

<b>Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</b>			
4.1 <b>Family and Community Engagement:</b> Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district			
4.2 <b>School Culture and Climate:</b> Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school			
4.3 <b>Equitable and Ethical Practice:</b> Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.			
<b>Using evidence determine:</b>			
<b>(4) Exemplary:</b> Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	<b>(3) Accomplished:</b> Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	<b>(2) Developing:</b> Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	<b>(1) Below Standard:</b> Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

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

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

Assistant Administrators and Other School-Based Administrators:

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

**Component One: Leadership Practice (40%) Rating:** \_\_\_\_\_

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

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

**Component Two: Stakeholder Feedback (10%) Rating:** \_\_\_\_\_

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

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

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

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

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

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

