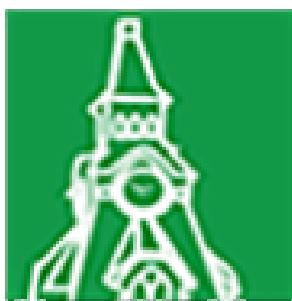# New Haven Educator and Leader Evaluation and Support Plans 2024

New Haven Public Schools
Revised 2024

New Haven Public Schools Educator and Leader Evaluation & Support Plan
Revised 2024

New Haven Public Schools

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Acknowledgements

School Administrators Association of New Haven Local 18
New Haven Federation of Teachers Local 933
AFCME New Haven Para Professionals Local 3429

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CONTENTS

Educator Evaluation and Support Plan

Vision

All New Haven educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Allow for differentiation of roles** *(for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).*
- **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, steps).*
- **Focus on things that matter** *(identify high leverage goal focus areas).*
- **Connect to best practices aimed at the development of the whole child** *(including, but not limited to, academic, social, emotional, and physical development).*
- **Focus on leader growth and agency** *(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).*
- **Meaningful connections to professional learning** (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
- **Specific, timely, accurate, actionable, and reciprocal feedback** *(best practices for timely and meaningful feedback is within 2 school days but feedback should be provided no later than 10 school days).*

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components:
Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements:

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning, leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the NHPS PLEC. The following professional practice standards ground this model's framework. The standards are based on SEED: Connecticut's System of Educator Evaluation and Devolpment. The rubric serves as support for self- evaluation, dialogue, and feedback.

Educator

1. CCT Rubric for Effective Teaching 2017 https://portal.ct.gov/-/media/sde/evaluation-and-support/cctrubricforeffectiveteaching2017.pdf?la=en
2. CCT Rubric for Effective Service Delivery 2017 https://portal.ct.gov/-/media/sde/evaluation-and-support/sessrubric2017.pdf?la=en
3. Learning Forward's Professional Learning Standards (2022) https://tinyurl.com/4pfr4bm3
4. Teacher Leader Model Standards (2008) https://nnstoy.org/download/standards/Teacher%20Leader%20Standards.pdf

Professional Learning Standards and Structures

Professional learning is essential. Learning Forward Professional Learning Standards 2022, serves as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
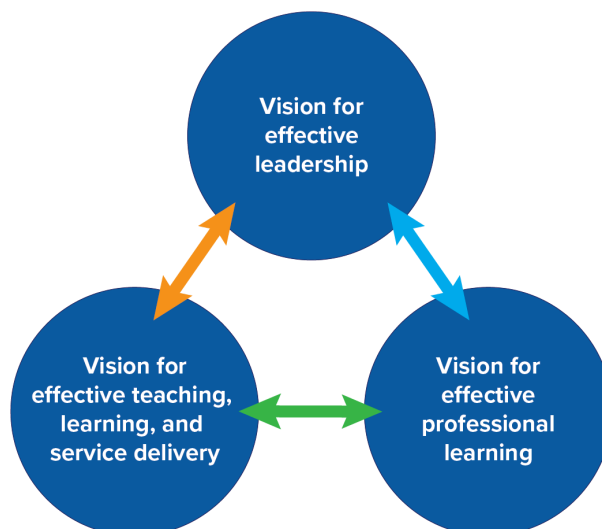
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. **The meetings are approached in a spirit of continuous improvement, reflection, and collaboration.** Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.
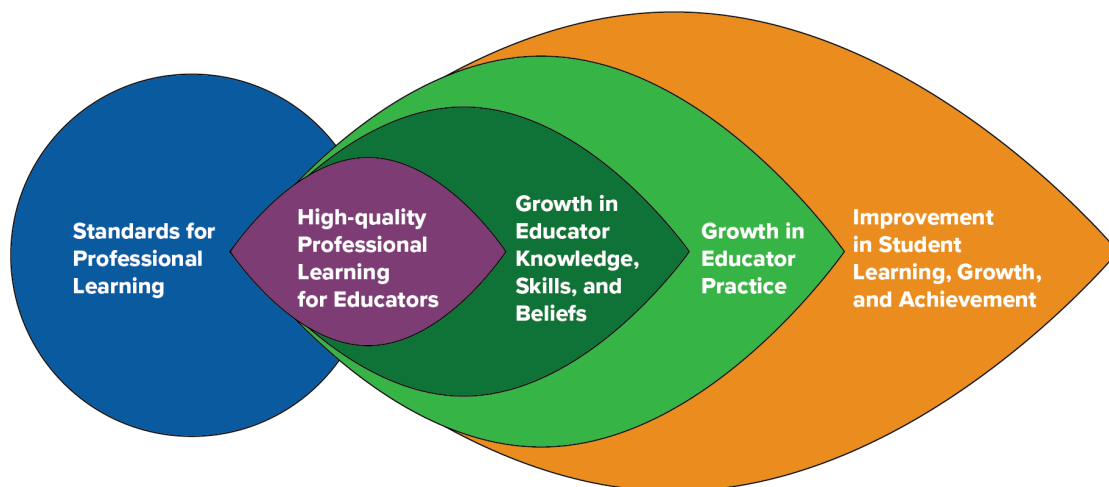
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process
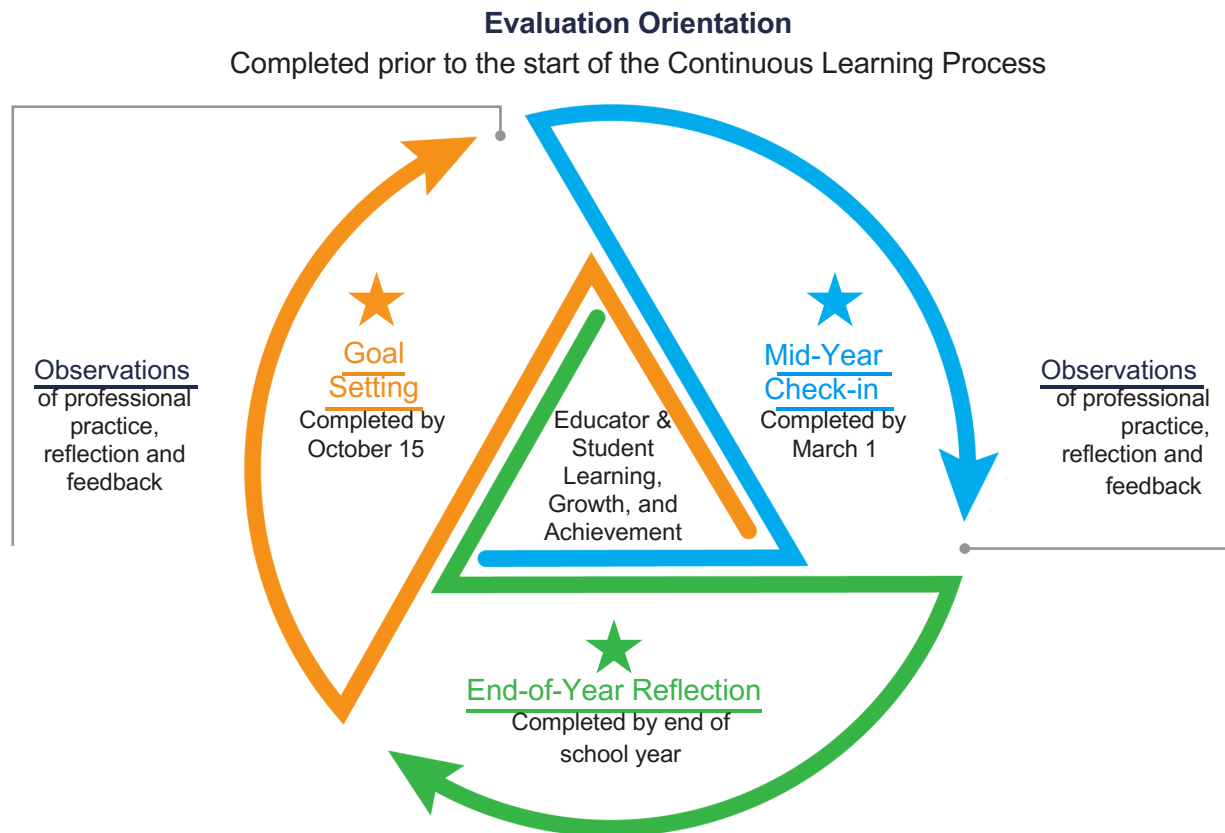
Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

Observations of professional practice, reflection and feedback

★ Goal Setting
Completed by October 15

Educator & Student Learning, Growth, and Achievement

★ Mid-Year Check-in
Completed by March 1

Observations of professional practice, reflection and feedback

★ End-of-Year Reflection
Completed by end of school year

Goal Setting
Completed by October 15

Beginning of the Year Goals and Planning
• Self-reflection
• Review evidence
Goals, Rationale, Alignment, and Professional Learning Plan
•Draft minimum of 2 measurable goals, rationale, alignment, and professional learning plan
Goal Setting Conference
• Mutually agree on a minimum of two individual or group goal(s)
• Mutually agree on 1-, 2-, or 3-year time frame for each goal
• Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
• Review & discuss currently collected evidence towards goal(s) and of practice
• Review professional learning, evidence, and impact on educator practice, student learning, growth and achievement
Mid-Year Conference
• Discuss evidence, reflection, and feedback from evaluator
• Adjust and revise as needed

End-of-Year Reflection
Completed by end of school year

End-of-Year Reflection and Feedback Process
• Self-reflection: Review & discuss professional learning, evidence of impact on practice, student learning, growth and achievement
End-of-Year Conference/ Summative Feedback and Growth Criteria
• Evaluator provides written summative feedback and guides next steps
• Annual Summary sign-off

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by October 15)
The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, as well as student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see appendix C).

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Mid-year Check-in (Completed by March 1)
The mid-year check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.
- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the rubric.
- The mid-year conversation is a crucial progress check-in. The mid-year check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Completed by the end of the school year)
End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple, varied qualitative and quantitative indicators. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal. The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (see appendix C).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within ten school days. (Best practices for timely and meaningful is within two school days)

 "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019). Quality feedback:

Is based on multiple, varied, quantitative and qualitative indicators of evidence, standards, and goals
Is personalized
Is learning-focused or growth-oriented
Provides questions for reflection to refine or revise strategies
Expands understanding of one's experiences and their implications for future experiences
Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
Is timely, frequent and reciprocal

Definition of Cohorts	
Cohort 1 **Who:** • New to profession (first four years) • New to NHPS (first two years) **What:** • One observation of Professional Practice (minimum 30 minutes in length) with pre and post meetings (formal) • Two observation of professional practice (minimum 20 minutes in length) with brief verbal feedback (informal) • Written feedback within ten school days • Additional observations of Professional Practice as mutually agreed upon or deemed necessary	**Cohort 2** **Who:** • Educators who have successfully completed Cohort 1 in NHPS **What:** • Two observations of Professional Practice (minimum 20 minutes in length) with brief verbal feedback (informal) • Written feedback within ten school days • Additional observations of Professional Practice as mutually agreed upon or deemed necessary

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating:
- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps. (See appendix C)

Tiered Support and Intensive Plan of Improvement Planning

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of an Intensive Plan of Improvement .

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Intensive Plan of Improvement with indicators of success for transitioning out of it. **Evaluators must utilize and document all three tiers of support prior to the development of a Intensive Plan of Improvement.** The Intensive Plan of Improvement shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that **all educators** consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PLEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2 (Development Plan)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3 (Intensive Plan of Improvement - see Appendix F)

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to an Intensive Plan of Improvement. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. **The start date and duration of time an educator is receiving this level of support should be clearly documented.**

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on an Intensive Plan of Improvement with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of an Intensive Plan of Improvement . The Intensive Plan of Improvement shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The an Intensive Plan of Improvement is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Intensive Plan of Improvement period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. (See appendix F) for an Intensive Plan of Improvement form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or an Intensive Plan of Improvement.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

a. Option 1:
The issue in dispute may be referred for resolution to a subcommittee of the Professional Learning and Evaluation Committee (PLEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PLEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

b. Option 2:

The educator being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent, or designee, will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent, or designee, will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Learning and Evaluation Committee (PLEC)

The PLEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.
Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional learning and evaluation committee (PLEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PLECs shall include, but are not limited to:
- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PLEC. If the local or regional board of education and the PLEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.
If the local or regional board of education and the PLEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting
The superintendent shall report:
1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendices — Educator:
Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning?
- What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice? Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goals.
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative, or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence
- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success? Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps
- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single-sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process
- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?
- What other areas could I provide support?

Appendix B: Definition of Cohorts – Educator

Definition of Cohorts	
<u>Cohort 1</u> **Who:** • New to profession (first four years) • New to NHPS (first two years) **What:** • One observation of Professional Practice (minimum 30 minutes in length) with pre and post meetings (formal) • Two observation of professional practice (minimum 20 minutes in length) with brief verbal feedback (informal) • written feedback within ten school days • Additional observations of Professional Practice as mutually agreed upon or deemed necessary	<u>Cohort 2</u> **Who:** • Educators who have successfully completed Cohort 1 in NHPS **What:** • Two observations of Professional Practice (minimum 20 minutes in length) with brief verbal feedback (informal) • Written feedback within ten school days • Additional observations of Professional Practice as mutually agreed upon or deemed necessary

Appendix C: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. • What did you learn? • How did the learning it impact your teaching? **Impact on Students** • Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources

Appendix D: General Glossary – Educator

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

Mutual Agreement/Consensus Protocol: Gradients of Agreement

Consensus Guiding Principles
- My voice has been heard.
- I understand the proposal.
- I can support this proposal and agree not to sabotage it even if I don't love it.
- All members of the PDEC must be either a 5 or a 4 for a proposal to become part of the plan.

5	4	3	2	1
• I totally support this proposal.	• I can support this proposal despite some reservations.	• I need more information before I can support this proposal.	• I'm unlikely to support this proposal without making changes to it.	• I'm totally opposed to this proposal and veto it.

Indicate the number that correlates with your Gradient of Agreement

From: *Consensus decision making. Seeds for Change. (n.d.).* https://www.seedsforchange.org.uk/consensus

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:
- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and
- Model System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

dispute resolution: A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019). Quality Feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

growth criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

high leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

Intensive Plan of Improvement : A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on an Intensive Plan of Improvement with indicators of success for transitioning out of it. The Intensive Plan of Improvement shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Intensive Plan of Improvement shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PLEC (Professional Learning and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset. See also appendix G, Rubrics - Educator

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

Tiered support:

Tier 1

It is the expectation that **all educators** consistently access opportunities for professional growth with in their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of but not limited to, collegial professional conversations, classroom visits, available district resources (e.g. books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PLEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2 (Development Plan)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3 (Intensive Plan of Improvement)

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success.

Appendix E: Glossary of Professional Learning Opportunities-Educator

High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix F: Sample Intensive Plan of Improvement – Educator

Intensive Plan of Improvement Template

(Educator being evaluated) has consistently struggled with _____.
Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated)
has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a an Intensive
Plan of Improvement.

Objective:

To improve:_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated and
supported on the Intensive Plan of Improvement.

- Mentor
- Coach
- Readings as appropriate

Intensive Improvement Plan Timeframes, Forms & Meetings

    a. Timeframes

        i.   Put in place prior to 11/1/20XX

        ii   For consequence for Tenured or Non-Tenured teachers

        iii   Non-tenured teachers for non-renewal letters by May

    b. Forms to fill out in Talent-Ed

       i. Form part 1 IM to fill out with area of improvement needed

       ii. Meeting for Form Part 1 to notify educator they are on an Intensive improvement plan, the area
of improvement, and the expectation of a second meeting

      iii. Form part 2 IM/Teacher both fill out form for goals and strategies

      iv. Meeting for Form 2 needs to have union leadership present (not building steward), where goals
and strategies are agreed upon and put in place.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from
  evaluator (dependent upon need for plan.

Appendix G: Educator Rubrics

Classroom Environment

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATOR CE1: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
CE1a: Respect for students				
Students' learning process, self-esteem, and/or motivation is undermined by teacher actions and/ or students are rarely shown respect by the teacher.	Students' learning process, self-esteem, and/or motivation is somewhat helped by teacher actions and/or students are occasionally shown respect by the teacher.	Students and teachers interact in ways that do not detract from the learning going on in the classroom.	Students and teachers interact positively in ways that promote learning.	Students and teachers interact positively in ways that promote learning, and are encouraged as a result of their interactions.
CE1b: Respect for learner diversity				
Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
CE1c: Engagement and inclusion of all students in classroom activities				
Students are rarely or not engaged in ways that promote student learning.Teacher ignores opportunities to challenge and re-engage students as necessary.	Some students are attentive to teacher, but rarely engage in ways that promote student learning.Teacher makes some attempt to challenge and re-engage students as necessary.	Students are attentive to the teacher and engage in ways that promote student learning. Teacher challenges and re-engages students as necessary.	Most students are attentive and engage in ways that promote student learning. Teacher uses a variety of strategies to challenge and re-engage all or nearly all students as necessary.	All students are proactively engaged to promote student learning. Teacher consistently uses a variety of strategies to challenge and re-engage students as necessary.

CE1d: Environment supportive of intellectual risk taking

Creates a learning environment that does not encourage students to attempt tasks, respond to questions and challenges or feel safe to make and learn from mistakes.	Creates a learning environment in which some students engage in classroom discussion, are willing to attempt tasks, and respond to some questions and challenges. and feel safe to make and learn from mistakes.	Creates a learning environment in which students engage in classroom discussion, are willing to take risks, respond to questions and challenges and feel safe to make and learn from mistakes.	Creates a learning environment in which most students engage in classroom discussion, are willing to take risks, respond to most questions and challenges and feel safe to make and learn from mistakes.	Creates a learning environment in which students are encouraged to engage in classroom discussions feeling safe to take risks in order to respectfully question or challenge ideas presented by the teachers or other students.

CE1e: High expectations for student learning

Teacher demonstrates a lack of confidence that all students can learn to the fullest extent of their abilities and does not push students to achieve at that level by establishing expectations for student learning that are too high or too low.	Teacher rarely acts on the belief that all students can learn to the fullest extent of their abilities and rarely pushes students to achieve at that level by establishing appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.	Teacher acts on the belief that all students can learn to the fullest extent of their abilities and pushes students to achieve at that level by establishing and reinforcing appropriate expectations for learning for all students.	Teacher acts on the belief that all students can learn to the fullest extent of their abilities and pushes students to achieve at that level by establishing and consistently reinforcing appropriate expectations for all students to learn.	Teacher acts on the belief that all students can learn to the fullest extent of their abilities and consistently pushes students to achieve that level by creating an environment in which students take responsibility for their own learning.

Classroom Environment

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:
INDICATOR CE2: Promoting developmentally appropriate standards of behavior that are clear to students and respond to student needs

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
CE2a: Communicating, reinforcing, and maintaining appropriate standards of behavior				
Demonstrates little or no evidence that standards of behavior have been established resulting in interference with student learning.	Clearly establishes, communicates appropriate standards of behavior but inconsistently enforces resulting in interference with student learning.	Clearly establishes, communicates, and enforces appropriate standards of behavior resulting in little interference with student learning.	Clearly establishes, communicates, and enforces appropriate standards of behavior which are consistent and results with no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
CE2b: Responding to student behavior				
Rarely or never responds to student behavior by following classroom routines and/or building discipline procedures. Student behavior does not change or may escalate.	Responds to student behavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.	Responds to student behavior by following classroom routines and/or building discipline procedures.	Responds to student behavior by following classroom routines and/or building discipline procedures. Student misbehavior is rare.	Responds to student behavior by following classroom routines and procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior or there is no student misbehavior.
CE2c: Promoting social and emotional competence				
Provides little to no modeling or reinforcement of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.	Inconsistently models, and/or reinforces social skills;and/or limits opportunities to build students' capacity to self-responsibility for their actions.	Models and positively reinforces social skills and builds students capacity to self-regulate and take responsibility for their actions.	Models and positively reinforces social skills consistently building students capacity to self regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies and social skills and to take responsibility for their actions.

CE2d: Maximizing instructional time by effectively managing routines and transitions				
Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages, routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions, resulting in maximized instructional time.	Establishes and manages routines and transitions, resulting in maximized instructional time with opportunities for students to facilitate routines and transitions.	Establishes an environment in which students independently facilitate routines and transitions.

Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning :
INDICATOR PL1: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge[8] for all students.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
PL1a: Goals and Objectives align with CCSS				
Teacher's plan does not establish defined measurable learning objectives and or goals for students.	Teacher's plan rarely establishes defined measurable learning objectives and goals for all students and (including subgroups) that align with CCSS.	Teacher's plan clearly establishes defined measurable learning objectives and goals for all students (including subgroups) that align with CCSS.	Teacher's plan always establishes clearly defined measurable learning objectives and goals for all students (includes subgroups) that align with CCSS.	Teacher's plan clearly establishes rigorous measurable learning objectives and goals for all students (including subgroups) which align with CCSS.
PL1b: Logical sequence of lessons and appropriate for ALL learners				
Plans lessons that are rarely appropriately sequenced, rarely align with objectives are not at an appropriate level of challenge.	Plans lessons and learning tasks that are sometimes logical and sequenced to align with the objectives and are sometimes appropriate for all learners including subgroups.	Plans lessons and learning tasks that are logically sequenced and align with the objectives. Lessons and tasks are appropriate and differentiated for all learners including subgroups.	Plans lessons and learning tasks that are consistently logical and sequenced to align with the objectives. Lessons are always appropriate and differentiated for all learners including subgroups.	Plans lessons and learning tasks that are always logical and sequenced to facilitate student progress towards student's individual goal.

PL1c: Assesses students' prior knowledge and skills				
Plans include instruction and learning tasks without assessing students' prior knowledge.	Plans sometimes include appropriate sources to assess students' prior knowledge and skills to plan instruction in order to advance student learning.	Plans include appropriate sources to assess students' prior knowledge and skills to plan purposeful targeted instruction to advance student learning.	Plans always include multiple appropriate sources to assess students prior knowledge and skills to plan purposeful targeted instruction that advance student learning,	Teacher uses multiple appropriate sources to acquire individual students' varied approaches to learning and designs opportunities for all students to use these sources to identify their own learning needs in order to advance their own learning.
PL1d: Content-based Literacy strategies				
Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Plans instruction that integrates literacy strategies and academic vocabulary and provides some opportunities for students to select strategies that support their learning.	Designs opportunities to allow students to independently select literacy strategies that support their learning.

Planning for Active Learning

*Teachers plan instruction to **engage students in rigorous and relevant learning** :*
INDICATOR PL2: Planning instruction to cognitively **engage** students in the content.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
PL2a Strategies, tasks and questions cognitively engage students				
Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement[12] through problem-solving, critical or creative thinking, discourse[13] or inquiry-based learning and application to other situations.	Selects or designs instructional strategies, tasks, and questions that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement and to draw connections to prior learning.	Selects or designs plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.

PL2b Instructional resources and flexible groupings support cognitive engagement and new learning				
Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.Plans are not designed to meet individual needs of students.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.Provides some opportunities for students to select tools, resources, and groups to best support students' cognitive engagement.	Provides opportunities for students to self-select resources, groups or materials that enhance students' understanding of the content. Selects or designs resources that support students' application of concepts and/or skills in other contexts.

Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning :

INDICATOR PL3: Selecting appropriate assessment strategies to monitor student progress.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
PL3a: Criteria for student success				
Teacher's plan does not include formal/informal assessments to progress monitor student success of learning objectives/goals /standards.	Teacher's plan rarely includes formal/informal assessments to progress monitor student success of learning objectives/goals/ standards.	Teacher's plans include formal/informal assessments to progress monitor student success of learning objectives/ goals/standards.	Teacher's plans always include formal/informal assessments to progress monitor student success of learning objectives/goals/ standard.	Teacher's plan Identifies opportunities for students to be involved in developing or interpreting criteria for student success.
PL3b: Ongoing assessment of student learning				
Rarely plans assessment strategies to measure student growth at critical points throughout the lesson. .	Sometimes plans assessment strategies to measure student growth at critical points throughout the lesson.	Plans assessment strategies to measure student growth at critical points throughout the lesson.	Always plans assessment strategies to measure student growth at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress.

Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR IL1: Implementing instructional content for learning.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
IL1a: Instructional purpose aligned with content and standards				
Learning expectations are not communicated clearly, are misaligned with Connecticut Core Standards and/or other appropriate content standards or are not communicated.	Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.	Clearly communicates learning expectations to students aligned with Connecticut Core Standards and/or other appropriate content standards, so that students are able to articulate what they are learning to their peers.	Provides opportunities for students to explain how the learning is situated within the broader context/curriculum.
IL1b: Content accuracy				
Presents content with significant error(s) OR uses imprecise/ inaccurate language to convey ideas.	Presents content with some error(s) or uses imprecise language to convey ideas in the content area.	Presents content accurately using content-specific language and grade appropriate content.	Presents accurate content-specific language and grade appropriate content with opportunities for, and students' use of, content specific language.	Students consistently use content-specific language and convey content specific concepts and provides student opportunities to draw connections.

IL1c: Lesson pacing and and logical progression				
Presents instructional content that lacks a logical progression and/or at an inappropriate level of challenge to advance student learning.	Presents instructional content in a somewhat logical progression and/or at an appropriate level of challenge and pacing to advance student learning.	Presents instructional content in a logical and purposeful progression and pacing at an appropriate level of challenge to advance learning of all students.	Presents instructional content in a logical progression and pacing designed to engage students in high level cognitive tasks and adjusted to students' level of challenge.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
IL1d: Content-based literacy strategies				
Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary in isolation.	Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.	Designs instruction that integrates multiple literacy strategies and academic explicit vocabulary study.	Students select and apply literacy strategies and develop their own vocabulary that support learning for the task.

Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR IL2: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence- based learning strategies

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
IL2a: Instructional tasks and activities				
Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with limited opportunities for problem- solving, critical thinking and/or purposeful discourse or inquiry.	Employs strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking.	Provides multiple pathways through questions, strategies and tasks that allow students to engage with high level thinking and learning through appropriately integrated recall, problem-solving, critical and creative thinking.	Includes opportunities for students to generate their own problem-solving strategies, to synthesize and communicate information.
IL2b: Student discourse and questioning				
Provides limited or no opportunities for individual students to answer recall questions or engage in peer to peer discourse.	Asks questions about content area content and provides opportunities for student discourse (e.g., turn and talk), focusing on recall and some higher order thinking questions.	Asks a variety of critical content area questions and provides opportunities to have a sustained student discourse about cognitively engaging, relevant, developmentally appropriate content.	Asks students a variety of questions that promote sustained student discourse about cognitively engaging, relevant, developmentally appropriate content and/or provides supports for all learners.	Students take the lead in developing their own critical questions for discourse and/or develop their own discourse protocols that promote metacognition, connections in and among content concepts and deep understanding of the content.

IL2c: Student grouping

All instruction is presented for individual work.	Uses groupings that cognitively engage some, but not all, students, and support new learning.	Uses developmentally appropriate groupings to allow students to support new learning.	Uses flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	Fosters student ownership, self-direction and flexible groupings to develop their learning .

IL2d: Student responsibility and independence

Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides teacher-generated options for students to develop independence as learners.	Allows students to use multiple pathways to demonstrate their independence.	Students approach learning tasks in ways that will be effective for them as individuals, applying strategies for independence.

IL2e: Multiple methods to approach material and to demonstrate learning (differentiation)

Provides no differentiation or access points for all students.	Provides limited scaffolding and makes little reference to prior learning, knowledge, and skills.	Provides differentiated and scaffolded activities that reference prior learning, knowledge and skills in order to support individual students to progress towards mastery of new material.	Provides multiple pathways and access points for all students to access information and present their findings, and demonstrate understanding and progress towards mastery of new material.	Nearly all students are engaged in appropriately challenging content through well designed learning tasks and activities.

Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR IL3: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
IL3a: Criteria for student success				
Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Engages students in discussion about specific, observable and measurable criteria for students success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
IL3b: Ongoing monitoring of student learning				
Monitors student task completion/compliance, rather than student learning or does not monitor student progress toward instructional outcomes.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess group progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
IL3c: Feedback to students				
Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides students with the opportunities to use tools (e.g., rubrics, frameworks, checklists) to provide descriptive feedback and opportunities to revise thinking and performance.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning and revision.

IL3d: Instructional responsiveness				
Makes no attempts to adjust instruction in response to whole group performance.	Makes some attempts to adjust instruction that is primarily in response to the whole group student performance.	Adjusts instruction as necessary in response to whole group student performance.	Adjusts instruction as necessary in response to students' individual and group performance.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATOR PR1: Engaging in continuous professional learning to impact instruction and student learning.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
PR1a: Teacher self- evaluation and reflection and impact on student learning				
Does not reflect on and/or analyzes practices and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement.	Self evaluates and reflects on practice and the impact on learners; identifies areas of improvement and takes effective action to improve professional practice.	Uses ongoing self- evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
PR1b: Response to feedback				
Does not consider and/or respond to supervisor or peer feedback and recommendations for improving practice.	Reflects on and responds to supervisor and/or peer feedback for improving practice: changes in practice are limited.	Reflects upon and responds to supervisor and/or peer feedback and makes changes in practice based on feedback.	Reflects upon supervisors and/or peers' feedback and recommendations and evaluates potential changes in practice.	Proactively seeks supervisor and/or peer feedback in order to improve a range of professional practices.
PR1c: Professional learning				
Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Consistently engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues. Facilitates professional learning with colleagues, families, or community.

Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATOR PR2: Working together to establish and maintain a conducive professional learning environment to support student learning

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
PR2a: Professional Responsibility and Ethics				
Does not consistently exhibit professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Exhibits practices that demonstrate the need for increased awareness of the *Connecticut Code of Professional Responsibility for Teachers.*	Exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Consistently exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
PR2b: Collaboration				
Collaboration and communication with colleagues, students, and families is insufficient or demonstrates negativity.	Collaboration and communication with colleagues, students, and families is minimal.	Collaborates with colleagues, students and families to improve teaching and learning.	Proactively participates in efforts to engage students, families, and colleagues in the development of strong academic programs and school culture.	Supports and assists colleagues, students and families to develop strong academic programs and school culture.
PR2c: Reliability				
Frequently misses assignments or other responsibilities, makes errors in records or misses paperwork deadlines and/or arrives to school late or unprepared.	Sometimes misses assignments or other responsibilities, makes errors in records or misses paperwork deadlines. Occasionally arrives at school late and/or unprepared.	Carries out paperwork, duties and assignments, keeps accurate records. Teacher can be depended upon to attend to all assigned responsibilities in a timely and effective manner. Arrives to school on time and is prepared in most cases.	Carries out paperwork, duties and assignments, keeps accurate records with only rare exceptions Teacher can be depended upon to attend to all assigned responsibilities in a timely and effective manner. Arrives to school on time and well prepared in all cases with only rare exceptions.	Reliably carries out assignments and responsibilities conscientiously and punctually and keeps organized and complete records. Always arrives at school on time and is well-prepared.

PR2d: Respect				
Teacher's relationships with colleagues, the administration, and/or parents are negative and/or self-serving and/or teacher is dismissive of collaborative efforts.	Teacher's relationships with colleagues, the administration and/or parents are sometimes negative and/or self-serving, may dismiss the opinions of others, may not participate in collaborative experiences.	Teacher maintains cordial relationships with colleagues, the administration and parents, and demonstrates respect to others' opinions, beliefs, questions and responses.	Teacher maintains positive substantive relationships with colleagues, the administration and parents, and treats others' opinions, beliefs, questions and responses with respect and dignity.	Teacher maintains positive substantive relationships with colleagues, the administration and parents, and seeks to understand by asking respectful questions.

PR2e: High Expectations				
Does not act on the belief that all students can learn to the fullest extent of their abilities and rarely pushes students to achieve to that level.	Rarely acts on the belief that all students can learn to the fullest extent of their abilities and rarely pushes students to achieve to that level.	Acts on the belief that all students can learn to the fullest extent of their abilities and frequently pushes students to achieve to that level.	Frequently acts on the belief that all students can learn to the fullest extent of their abilities and frequently pushes students to achieve to that level.	Nearly always acts on the belief that all students can learn to the fullest extent of their abilities and pushes students to achieve to that level.

Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATOR PR3: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

Needs Improvement	Developing	Effective	Strong	Exemplary: All characteristics of strong plus 1 or more of the following
PR3a: Positive school climate				
Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate in a limited way	Engages with colleagues, students and families to develop and/or sustain a positive school climate.	Proactively participates in efforts to engage students, families, and colleagues in the development of a strong academic program and school culture.	Leads efforts within and/or outside the school to strengthen academics and school culture.
PR3b: Family and community engagement				
Does not communicate with families about student academic or behavioral performance.	Communicates with families about student academic or behavioral performance in a limited way.	Communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
PR3c: Culturally responsive communications				
Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Proactively Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

DOMAIN I: PLANNING AND PREPARATION

P1: Designs appropriate initials and re-evaluations to effectively assess students strengths and weaknesses

Exemplary	Effective	Needs Improvement
• School Psychologist consistently administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.	School Psychologist often administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.	School Psychologist rarely administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.

P2: Establishes clearly defined student goals and objectives for all students in collaboration with the planning and placement team

Exemplary	Effective	Needs Improvement
• Student goals are consistently clear, aligned with standards and evaluation results, and target substantial growth for all students.	Student goals are often clear, aligned with standards and evaluation results, and target substantial growth for all students.	Student goals are rarely clear, aligned with standards and evaluation results, and target substantial growth for all students.

P3: Designs interventions aligned with the social, emotional and academic needs of students

Exemplary	Effective	Needs Improvement
• Progress monitoring, research-based interventions and strategies are consistently clear and sequenced to facilitate student progress	Progress monitoring, research-based interventions and strategies are often clear and sequenced to facilitate student progress	Progress monitoring, research-based interventions and strategies are clear and sequenced to facilitate student progress

P4: Incorporates and addresses the social, emotional and academic needs of individual students

Exemplary	Effective	Needs Improvement
• School psychologist consistently demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students.	School psychologist often demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students.	School psychologist rarely demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students

P5: Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district

Exemplary	Effective	Needs Improvement
• School psychologist consistently demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.	School psychologist often demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.	School psychologist rarely demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.

C1: Communicates effectively with students, school personnel, parents/guardians, and outside agencies

Exemplary	Effective	Needs Improvement
• School psychologist consistently communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner.	• School psychologist often communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner.	School psychologist rarely communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner.

C2: Engages in quality professional development specific to school psychology practice

Exemplary	Exemplary	Exemplary
• School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities	• School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities	• School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities

C3: Facilitates effective crisis preparation, response, and recovery

Exemplary	Effective	Needs Improvement
• School Psychologist consistently demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery.	• School Psychologist often demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery.	• School Psychologist rarely demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery.

C4: Collaborate/Communicates with school personnel, families, and others to facilitate the educational and psychosocial progress of children

Exemplary	Effective	Needs Improvement
• School Psychologist consistently communicates with colleagues to plan and share information regarding student progress and growth.	• School Psychologist often communicates with colleagues to plan and share information regarding student progress and growth.	• School Psychologist rarely communicates with colleagues to plan and share information regarding student progress and growth.

C5: Promotes understanding of human growth and development as it relates to learning, emphasizing the psycho-social development of children

Exemplary	Effective	Needs Improvement
• Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.	• Students generally engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.	• Students rarely engage significant concepts or do not use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.

SCHOOL PSYCHOLOGIST PRACTICE PERFORMANCE CONTINUUM

C6: Conducts self in a professional manner daily.		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines.	• School Psychologist often adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines.	School Psychologist rarely adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines.

C7: Responds to requests for assistance in a timely manner.		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently responds to requests for observations, interventions, consultations, check-ins with students, and other information from school personnel, students, and staff in a timely manner in order to promote student growth.	• School Psychologist often responds to requests for observations, interventions, consultations, check-ins with students and other information from school personnel, students, and staff in a timely manner in order to promote student growth.	• School Psychologist rarely responds to requests for observations, interventions, consultations, check-ins with students and other information from school personnel, students, and staff in a timely manner in order to promote student growth. .

DOMAIN III: REFLECTION

R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning		
Exemplary	**Effective**	**Needs Improvement**
• School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress.	• School professional consistently uses psycho-educational assessments and other data to promote student growth and progress.	• School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress.

R2: Evaluates the effectiveness of intervention strategies in encouraging student growth		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately.	• School Psychologist often collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately.	• School Psychologist rarely collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately.

R3: Makes perceptive and accurate reflections on practice, then draws an extensive repertoire to suggest alternative strategies		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently reflects upon professional practices, and identifies alternative strategies for future use.	• School Psychologist often reflects upon professional practices, and identifies alternative strategies for future use.	• School Psychologist rarely reflects upon professional practices, and identifies alternative strategies for futu use.

SCHOOL SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM

Domain 1: PLANNING AND PREPARATION

P1: Applies pertinent information and data to assess present levels of performance for all students

Exemplary	Effective	Needs Improvement
Consistently identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)	Often identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)	Generally identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)

P2: Establishes clearly defined goals and objectives for all students

Exemplary	Effective	Needs Improvement
Student goals and objectives are consistently aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)	Student goals and objectives are often aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)	Student goals and objectives are generally aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)

P3: Establishes goals and objectives that reflect an understanding of human development and social functioning

Exemplary	Effective	Needs Improvement
A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is consistently reflected in student goals and objectives	A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is often reflected in student goals and objectives	A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is generally reflected in student goals and objectives

P4: Designs interventions aligned with student needs, strengths, and learning styles

Exemplary	Effective	Needs Improvement
Interventions and strategies consistently relate to students' identified needs and promote individual strengths and learning preferences	Interventions and strategies often relate to students' identified needs and promote individual strengths and learning preferences	Interventions and strategies generally relate to students' identified needs and promote individual strengths and learning preferences

P5: Monitors effectiveness of interventions based on student progress and adjusts as needed

Exemplary	Effective	Needs Improvement
Consistently utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success	Often utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success	Generally utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success

SCHOOL SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM

Domain 2: PROFESSIONAL PRACTICE AND SERVICE DELIVERY		
S1: COUNSELING – Provides effective counseling services to promote student success		
Exemplary	**Effective**	**Needs Improvement**
Uses an extensive range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a portfolio of potential student interventions.	Uses a satisfactory range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a portfolio of potential student interventions.	Uses a narrow range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a la... of a portfolio of potential student interventions.
S2: CASE MANAGEMENT		
Exemplary	**Effective**	**Needs Improvement**
Social Worker consistently reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.	Social Worker occasionally reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.	Social Worker inconsistently reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.
S3: STUDENT ENGAGEMENT		
Exemplary	**Effective**	**Needs Improvement**
Consistently communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions. **(I am not sure how this would be measured!)**	Social Worker satisfactorily communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions.	Consistently communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions.
Social Worker makes exemplary efforts to work with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 90%.	Social Worker consistently works with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 75%	Social Worker is inconsistent with face to face work with identified students as indicated by their Individualized Education Plans or time limited consents. This informatic is tracked by entries in Meduclaim for IEPd students at a rate of 75% or less.
S4: PARENT AND FAMILY ENGAGEMENT – develops consultative and collaborative relationships with parents		
Exemplary	**Effective**	**Needs Improvement**
Consistently communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning	Often communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Generally communicates with parents/guardians in a prompt, and efficient manner to enhance the student's educational functioning.

SCHOOL SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM

S5: COMMUNITY OUTREACH AND ACCESS – develops consultative and collaborative relationships with organizations and agencies

Exemplary	Effective	Needs Improvement
Consistently communicates with community based organization and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Often communicates with community based organizations and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Generally communicates with community based organizations and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.

S6: CRISIS MANAGEMENT AND TRIAGE – Facilitates effective crisis preparation, response, and recovery

Exemplary	Effective	Needs Improvement
Consistently demonstrates knowledge of district and school crisis policies, actively contributes to crisis preparation, and appropriately responds to immediate crisis situations. Initiates referrals and linkages to community agencies and maintains follow-up on behalf of student	Often demonstrates knowledge of district and school crisis policies, contributes to crisis preparation, and appropriately responds to immediate crisis situations. Initiates referrals.	Generally demonstrates knowledge of district and school crisis policies, contributes to crisis preparation, and responds to immediate crisis situations.

Domain 3: PROFESSIONAL RESPONSIBILITIES, CONDUCT, AND ETHICS

C1: ATTENDANCE AND PUNCTUALITY

Exemplary	Effective	Needs Improvement
Consistently adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and consistently completes assignments in a timely manner.	Often adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and often completes assignments in a timely manner.	Generally adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and generally completes assignments in a timely manner.

C2: DOCUMENTATION AND REPORT WRITING – integrates assessment data and includes evidence-based recommendations to promote student growth

Exemplary	Effective	Needs Improvement
Consistently completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.	Often completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.	Generally completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.

C3: PROFESSIONALISM AND CONDUCT – Conducts self in a professional manner

Exemplary	Effective	Needs Improvement
Consistently conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Often conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Generally conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

SCHOOL SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM

C4: COLLABORATION – Consults and shares skills and expertise with professional colleagues		
Exemplary	Effective	Needs Improvement
Consistently communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and consistently takes on leadership roles within collaborative groups.	Often communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and often takes on leadership roles within collaborative groups.	Generally communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and generally takes on leadership roles within collaborative groups.

C5: PROFESSIONAL DEVELOPMENT – Engages in quality professional development specific to school social work practice		
Exemplary	Effective	Needs Improvement
Consistently seeks out opportunities for professional growth and development including professional growth and development including workshops, literature, or professional learning communities and regularly shares newly learned knowledge and practices with others and seeks out opportunities to lead professional development sessions.	Often seeks out opportunities for professional growth and development including workshops, literature, or professional learning communities and seeks out ways to implement new concepts into school social work practice and welcomes constructive feedback to improve practices.	Will attend all mandatory opportunities for professional growth and development including workshops, literature, or professional learning communities.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

DOMAIN I: PLANNING AND PREPARATION		
P1: Assesses students' needs, knowledge and skills		
Exemplary	**Effective**	**Needs Improvement**
• School professional consistently identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence.	• School professional often identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence.	• School professional rarely identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence.
P2: Establishes clearly defined student goals and objectives for all students		
Exemplary	**Effective**	**Needs Improvement**
• Student goals for annual progress are consistently clear, aligned with standards, and target substantial growth.	• Student goals for annual progress are often clear, aligned with standards, and target appropriate growth	• School professional does not generally set student goals that are aligned with standards AND/OR goals do not reflect appropriate growth for students .
P3: Designs activities aligned with student goals and objectives		
Exemplary	**Effective**	**Needs Improvement**
• Activities, tasks, and long-term plans are clearly and consistently sequenced to facilitate student progress toward goals and objectives.	• Activities, tasks, and long-term plans are often sequenced to facilitate student progress toward goals and objectives.	• Activities, tasks, and long-term plans are rarely sequenced to facilitate student progress toward goals and objectives.
P4: Prepares assessments which align with student goals and objectives		
Exemplary	**Effective**	**Needs Improvement**
• Assessments consistently and clearly challenge students to demonstrate mastery of objectives.	• Assessments often challenge students to demonstrate mastery of objectives.	• Assessments rarely challenge students to demonstrate mastery of objectives.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

P5: Incorporates and addresses the social, emotional and academic needs of individual students

Exemplary	Effective	Needs Improvement
• School professional planning consistently addresses social and emotional needs of all students, and reflects strategies to address those needs.	• School professional planning often addresses social and emotional needs of all students, and generally reflects strategies to address those needs.	• School professional planning rarely addresses social and emotional needs of all students, and rarely reflects strategies to address those needs.

P6: Develops activities that are meaningful and relevant to student needs and goals

Exemplary	Effective	Needs Improvement
• Activities consistently challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections.	• Activities often challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections.	• Activities rarely challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections.

DOMAIN II: PROFESSIONAL PRACTICE

C1: Communicates objectives clearly and accurately

Exemplary	Effective	Needs Improvement
• School professional consistently presents material and/or objectives accurately and clearly, so that all or nearly all students are able to articulate what they have accomplished, also recognizing when additional follow-up is required.	• School professional often presents material and/or objectives accurately and clearly, so that all or nearly all students are able to articulate what they have accomplished, also recognizing when additional follow-up is required..	• School professional rarely presents material and/or objectives accurately and clearly, so that most students are unable to master or articulate the objectives.

C2: Employs activities and provides services aligned with student knowledge, skills and needs, differentiating as appropriate

Exemplary	Effective	Needs Improvement
• School Professional consistently provides scaffolded activities that capitalize on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new skills.	• School Professional often provides scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new skills.	• School Professional rarely provides scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new skills.

C4: Monitors and assesses student understanding and adjusts as necessary

Exemplary	Effective	Needs Improvement
• School Professional consistently provides opportunities for students to produce work or reflections that convey their understanding, providing the school professional with information to adjust as necessary.	• School Professional often provides opportunities for students to produce work or reflections that convey their understanding, providing the school professional with information to adjust as necessary.	• School Professional rarely provides opportunities for students to produce work or reflections that convey their understanding, and/or the school professional rarely adjusts as necessary to reflect student understanding.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

C5: *Develops and maintains standards of conduct that are clear to all students and respond to student needs*		
Exemplary	**Effective**	**Needs Improvement**
• School professional consistently creates an environment that fosters and supports respectful interaction between and amongst the members of the group, intervening constructively when necessary.	• School professional generally creates an environment that fosters and supports respectful interaction between and amongst the members of the group, intervening when necessary to reinforce the standard of conduct.	• School professional rarely creates an environment that fosters and supports respectful interaction between and amongst the members of the group, and/or generally does not intervene to maintain a standard of conduct.

C6: *Engages and includes all students in individual and group activities*		
Exemplary	**Effective**	**Needs Improvement**
• Students are consistently engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their peers' understanding • AND/OR-School professional uses a variety of techniques and strategies to challenge and reengage all or nearly all students as necessary.	• Students are often engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their peers' understanding • AND/OR-School professional uses techniques and strategies to challenge and reengage most students as necessary.	• Students are rarely engaged. • And -School professional ignores opportunities to challenge and reengage students as necessary.

C7: *Provides opportunities for meaningful student choice*		
Exemplary	**Effective**	**Needs Improvement**
• Activities often include opportunities for students to make choices regarding materials, topics of exploration, methods of demonstrating understanding, or learning tasks.	• Activities generally include opportunities for students to make choices about some aspect of the topics of exploration, methods of demonstrating understanding, and or tasks.	• Activities rarely include opportunities for students to make choices.

C8: *Demonstrates understanding of human growth and development as it relates to learning, emphasizing the psycho-social development of children*		
Exemplary	**Effective**	**Needs Improvement**
• School Professional consistently provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.	• School Professional often provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.	• School Professional rarely provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

C9: Engages students in substantive conversations with purposeful questions to promote inquiry and learning		
Exemplary	Effective	Needs Improvement
• Students often participate in meaningful discussions occurring between and among members of the group, constructively responding to each other's comments, and/or initiating their own questions and inquiry.	• Students generally participate in meaningful discussions occurring between and among members of the group, constructively responding to each other's comments with facilitation from the School professional.	• Students rarely have opportunities to engage in sustained conversations with each other, and are rarely encouraged to do so.

C10: Makes connections to increase relevancy for students, including connections to different lessons, to different content areas, and to each student's world outside of the classroom		
Exemplary	Effective	Needs Improvement
• Students often apply new learning and make connections to other activities that relate their learning to prior knowledge, different content areas, career, and/or the world outside of the classroom.	• Students generally apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.	• Students rarely apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

DOMAIN III: REFLECTION

R1: Uses results from ongoing assessments to evaluate student growth and development and identify areas for further intervention

Exemplary	Effective	Needs Improvement
• School professional consistently and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis.	• School professional often and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Often uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis.	• School professional rarely analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Rarely uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis.

R2: Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement

Exemplary	Effective	Needs Improvement
• School professional consistently analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result.	• School professional often analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result.	• School professional rarely analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result.

R3: Evaluates the effectiveness of intervention strategies in encouraging student growth

Exemplary	Effective	Needs Improvement
• School professional consistently assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts intervention accordingly	• School professional generally assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts intervention accordingly	• School professional rarely assesses the evidence of relevance, engagement, and connections demonstrated by students

Appendix H : Summative Rating Matrix

		Student Outcomes				
		Needs Improvement (NI-1)	Developing (Dv-2)	Effective (Ef-3)	Strong (St-4)	Exemplary (Ex-5)
Instructional Practice and Professional Values	Needs Improvement (NI-1)	NI-1	NI-1	Dv-2	Ef-3	Ef-3
	Developing (Dv-2)	NI-1	Dv-2	Dv-2	Ef-3	St-4
	Effective (Ef-3)	NI-1	Dv-2	Ef-3	St-4	Ex-5
	Strong (St-4)	Dv-2	Ef-3	St-4	St-4	Ex-5
	Exemplary (Ex-5)	Ef-3	Ef-3	St-4	Ex-5	Ex-5

New Haven Public Schools currently uses a 5 level matrix summative rating system for their end of the year evaluation plans. Based upon these multiple measures of evidence, educator/leader will deterime if an educator successfully completed the evaluative cycle with a concise summary.

Leader Evaluation and Support Plan

Vision

All New Haven educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

Guiding Principles

The design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- **Allow for differentiation of roles** *(for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).*
- **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, steps).*
- **Focus on things that matter** *(identify high leverage goal focus areas).*
- **Connect to best practices aimed at the development of the whole child** *(including, but not limited to, academic, social, emotional, and physical development).*
- **Focus on leader growth and agency** *(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).*
- **Meaningful connections to professional learning** (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
- **Specific, timely, accurate, actionable, and reciprocal feedback.** *(best practices for timely and meaningful feedback is within 2 school days but feedback should be provided no later than 10 school days)*

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components:
Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the NHPS PLEC. The standards are based on SEED: Connecticut's System of Educator Evaluation and Devolpment. The rubric serves as support for self- evaluation, dialogue, and   feedback. The rubric serves as support for self-evaluation, dialogue, and feedback.

Leader

- Professional Standards for School Leaders (PSEL) https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf
- Learning Forward's Professional Learning Standards (2022) https://standards.learningforward.org/?_ga=2.22153339.1123802000.1680614280-1292190032.1680614280

Professional Learning Standards and Structures

Professional learning is essential. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.
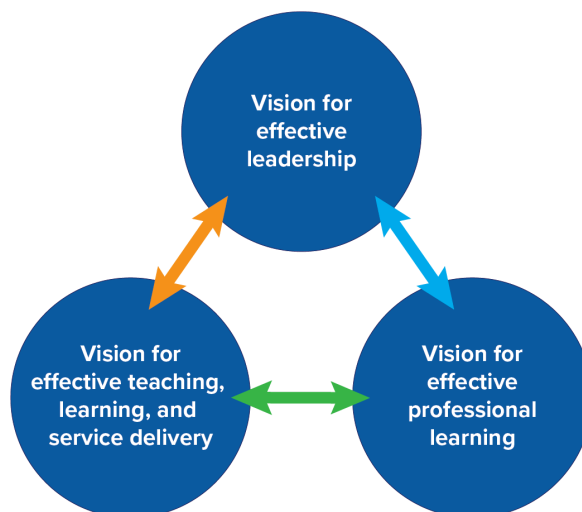
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a *learning partner* who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, mid-year check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. ***The meetings are approached in a spirit of continuous improvement, reflection, and collaboration.*** Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth. All written observations and feedbacks must documented into TalenED
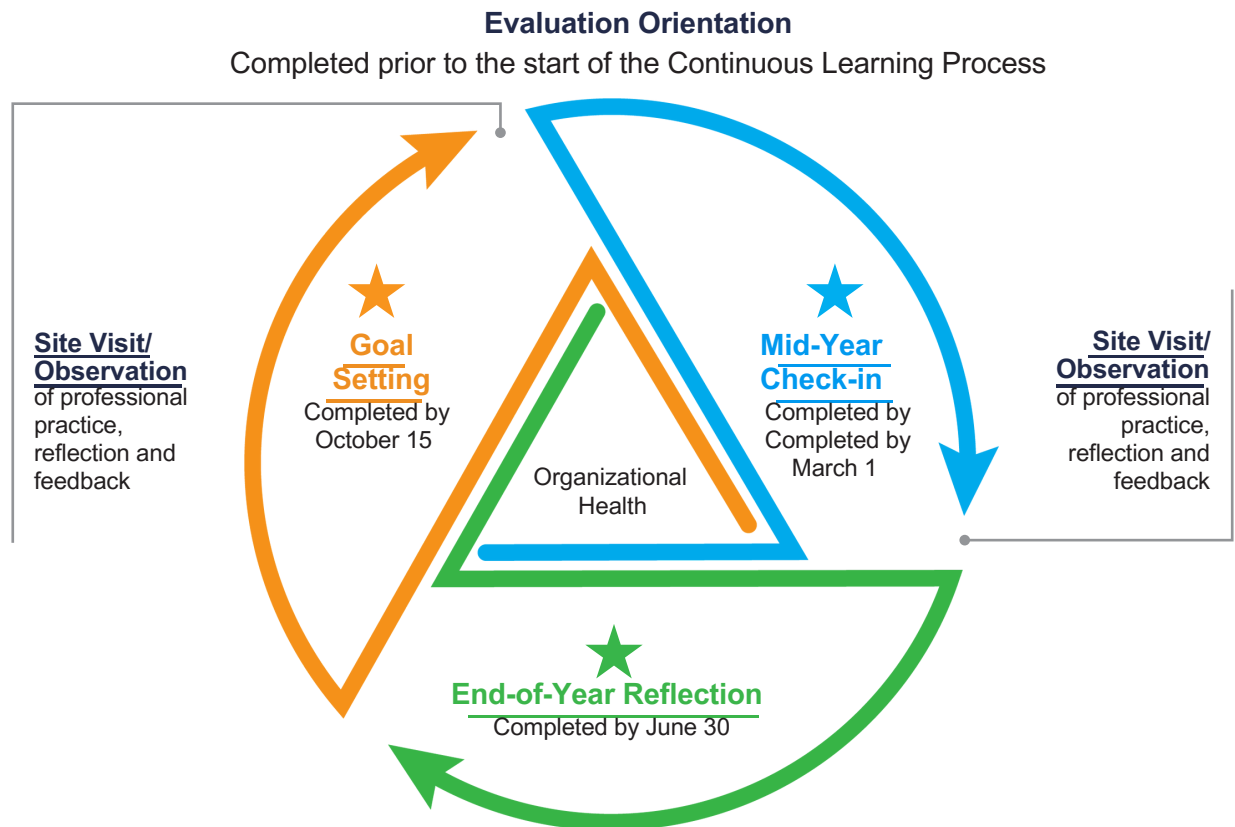
At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.
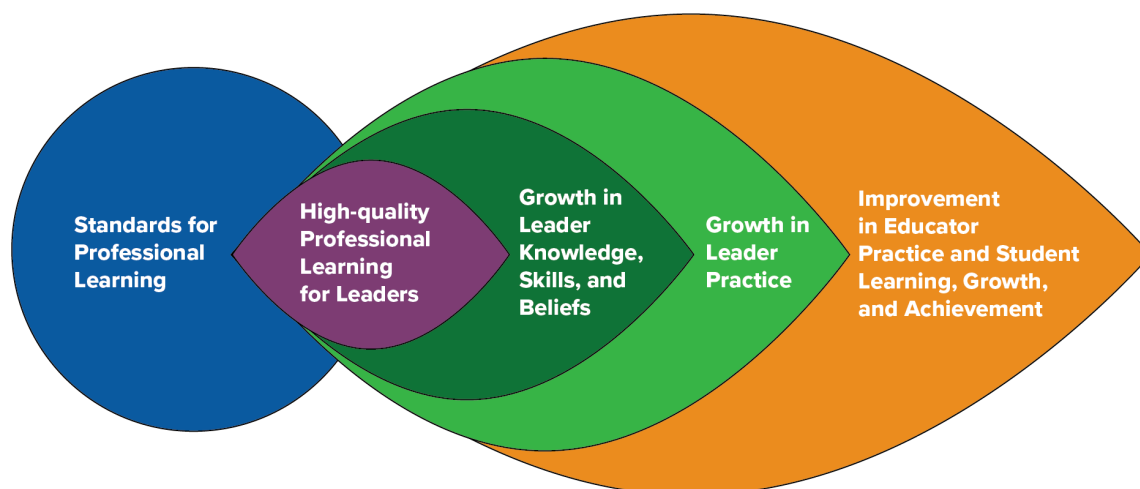
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

Site Visit/Observation of professional practice, reflection and feedback

⭐ **Goal Setting**
Completed by October 15

⭐ **Mid-Year Check-in**
Completed by Completed by March 1

Site Visit/Observation of professional practice, reflection and feedback

Organizational Health

⭐ **End-of-Year Reflection**
Completed by June 30

Goal Setting
Completed by October 15

Beginning of the Year Goals and Planning
• Self reflect
• Review evidence
Goals, Rationale, Alignment, and Professional Learning Plan
•Draft minimum of 2 measurable goals, rationale, alignment, and professional learning plan
Goal Setting Conference
• Mutually agree on a minimum of two individual or group goal(s)
• Mutually agreed on 1-, 2-, or 3-year time frame for each goal
• Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
• Review & discuss currently collected evidence towards goal(s) and of practice
• Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement
Mid-Year Conference
• Discuss evidence, reflection, and feedback from evaluator
• Adjust and revise as needed

End-of-Year Reflection
Completed by June 30

End-of-Year Reflection and Feedback Process
• Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement
End-of-Year Conference/ Summative Feedback and Growth Criteria
• Evaluator provides written summative feedback and guides next steps
• Annual Summary sign-off

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than the end of September. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by October 15)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix C). Goals should always be connected to standards recommended by the PLEC and approved by the local board of education. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Mid-year Check-in (Completed by March 1):

The mid-year check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the leader's goal(s); professional learning as it re-lates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement (see appendix C).

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019). Quality feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts	
Cohort 1 **Who:** • New to leadership role (e.g., principal from assistant principal, etc.; first three years) • New to NHPS (first three years) **What**: • Three observations of professional practice and/or site visits • Feedback written and verbal within ten school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**Cohort 2** **Who:** • Leaders who have successfully completed Cohort 1 in their NHPS **What:** • Two observations of professional practice/or site visits with brief verbal feedback • Written feedback within ten school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps See appendix K for further detail.

Tiered Support and an Intensive Plan of Improvement Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of an Intensive Plan of Improvement

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on an Intensive Plan of Improvement of support prior to the development of an Intensive Plan of Improvement. The Intensive Plan of Improvement shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that **all leaders** consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PLEC and other leader supports (e.g., leadership coaching). These resources should be identified through goal setting process by mutual agreement.

Tier 2 (Development Plan)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3 (Intensive Plan of Improvement - See Appendix N)

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on an Intensive Plan of Improvement with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of an Intensive Plan of Improvement . The Intensive Plan of Improvement shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Intensive Plan of Improvement must contain:
- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Intensive Plan of Improvement period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

See appendix N for an Intensive Plan of Improvement form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional learning plan, which may include the individual professional learning plan or an Intensive Plan of Improvement.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. **Option 1:**

The issue in dispute may be referred for resolution to a subcommittee of the Professional Learning and Evaluation Committee (PLEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PLEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

b. <u>Option 2</u>:

The leader being evaluated requests that the superintendent, or designee, solely arbitrate the issue in dispute. In this case, the superintendent, or designee, will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent, or designee, will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be agreed upon times.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually extended by written agreement of both parties.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further

The Role of the Professional Learning and Evaluation Committee (PLEC)

The PLEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support Staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional Coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PLECs shall include, but are not limited to,
- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PLEC. If the local or regional board of education and the PLEC are unable to come to mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PLEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:
1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendices — Leader:

Information and Resources to Support Effective Implementation

Appendix I: Sample Reflection Questions – Leader
Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions
Indicators of success
- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence
- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence
- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps
- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process
- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix J: Definition of Cohorts – Leader

Definition of Cohorts

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Cohort 1

Who:
- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to NHPS (first three years)

What:
- Three observations of professional practice and/or site visits
- Feedback written and verbal within ten school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

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Cohort 2

Who:
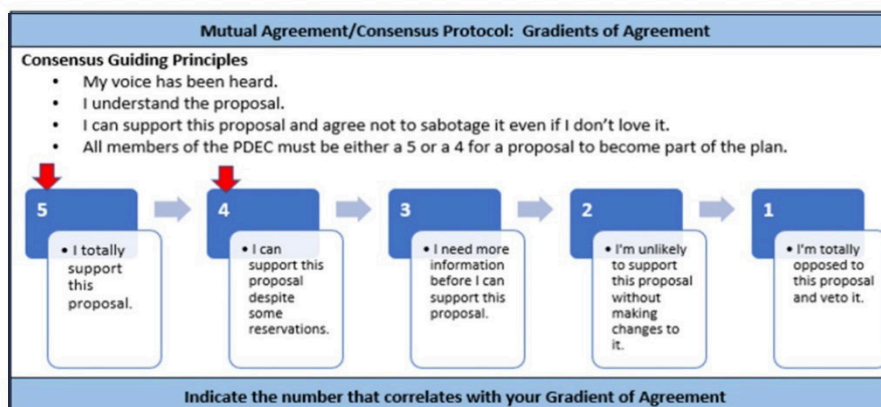- Leaders who have successfully completed Cohort 1 in their NHPS

What:
- Two observations of professional practice/or site visits with brief verbal feedback
- Written feedback within ten school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

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Appendix K: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** • The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. **Impact on Community** • The leader can demonstrate how they worked effectively with colleagues/ families/community.	• Information from site visits • Strategic plans • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

Appendix L: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

From *Consensus decision making.* Seeds for Change. (n.d.).
https://www.seedsforchange.org.uk/consensus

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:
- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Process (CAPA)

dispute resolution: A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019). Quality feedback:
Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

Intensive Plan of Improvement : A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on an Intensive Plan of Improvement with indicators of success for transitioning out of it. The Intensive Plan of Improvement shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Intensive Plan of Improvement shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PLEC (Professional Learning and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

structured support: An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage. Structured support does not need to be formalized in a development plan.

tiered support:

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PLEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2 (Development Plan)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3 (Intensive Plan of Improvement)

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success.

Appendix M: Glossary of Professional Learning Opportunities – Leader

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice.
May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix N: Sample Intensive Plan of Improvement – Leader

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign an Intensive Plan of Improvement .

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Intensive Plan of Improvement for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

Intensive Plan of Improvement Template

(Leader being evaluated) has consistently struggled with _____
_____ . Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign an Intensive Plan of Improvement .

Objective:

To improve _____
_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Intensive Plan of Improvement

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Intensive Plan of Improvement – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of an Intensive Plan of Improvement) will serve as criteria for successful completion of this plan

Supportive Actions: (Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

Appendix O : Rubrics -Leader

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

Vision

Exemplary	Strong	Effective	Developing	Needs Improvement
V1: Sets clear vision for area of leadership aligned to overall NHPS vision				
Strong plus: Demonstrates exceptional ability in establishing and implementing goals and direction for the district based on NHPS Vision.	**Effective plus:** Consistently provides strong direction through needs assessment, goal identification, and implementation strategies based on NHPS vision.	• Works with staff to create a shared sense of purpose and direction. • Helps to establish the conditions that enable others to be effective. ◦ Develops a shared vision, builds consensus on goals and holds high performance expectations. ◦ Prioritizes district goals and expectations for student achievement. ◦ Supports implementation of DIP goals and monitors progress.	• Provides minimal direction for the district/department and may lack a connection or alignment with the NHPS vision.	• Does not provide effective direction or for the district/department. • Does not adequately communicate NHPS vision.
V2: Identifies and address strategic opportunities and challenges				
Strong plus: Consistently embraces, internalizes and adopts the districts changes in alignment with upper management and NHPS vision while acting as a change agent for subordinates.	**Effective plus:** • Consistently embraces, internalizes and adopts the districts' changes in alignment with NHPS vision while acting as a change agent for subordinates. • Encourages and models a pro-active approach to problem solving and strategies for positive response to challenges.	• Effectively communicates district directives and learning initiatives. • Creates opportunities for collaboration with administration and with site-based instructional staff.	• Implements some problem solving strategies without communicating district's change model and/or lacking clear link to the district vision	• Fails to implement problem solving strategies • Does not model effective or proactive approach to challenges/ barriers
V3: Plans for, supports, and manages change				
Strong plus: Demonstrates exceptional ability in leading for innovative improvements.	**Effective plus:** Provides effective feedback and works collaboratively with staff to create action plans for future improvements.	• Establishes a sense of urgency for change. • Uses the NHPS vision to inspire stakeholders and direct the change effort. • Plans for achievements that can easily be visible. • Organizes and delivers professional learning based on	• Inconsistently observes delivery of instruction. • Feedback and instructional program initiative modifications are rare or random.	• Does not provide adequate opportunity for instructional staff to receive support and/or resources necessary for effective instruction.

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

Vison - Suggested Supporting Evidence

vision, teacher needs, and student data.

- Meeting agendas and PowerPoints - Feedback from stakeholders - Evidence of participation in professional learning - Surveys - District Improvement Plan	- Participation on various committees - Attendance at various meetings - School visits and reports - School Reviews and reports - Walk-through reports - Action plans

Culture

Exemplary	Strong	Effective	Developing	Needs Improvement
C1: Focuses on Collaborative Work Environment				
Strong plus: - Proactively creates and/or leads innovative teams that directly influence increases in student achievement. - Develops a strategic plan in collaboration with others that has a pervasive impact on changing practice.	**Effective plus:** - Develops creative ways to collaborate beyond the norm, such as using technology, focus groups, etc. - Develops a strategic plan in collaboration with others to implement a district initiative.	- Models and promotes effective coaching techniques and collaboration. - Works with cross-collaborative teams at Central Office and school level. - Brings together various groups to work on district initiatives.	- Attention to coaching techniques and collaboration is either inconsistent or ineffective. - Work with cross-collaborative teams and/or various groups are either inconsistent or ineffective.	- Does not promote or engage in collaboration among staff, schools, and/or with Central Office.
C2: Provides services to support high expectations for the educational success of all adults/students.				
Strong plus: - Proactively pursues or creates resources for principals and/or staff that help them to support educational success for all students. - Proactively assists and/or influences principals and/or staff in formulating current definitions of "high expectations."	**Effective plus:** - Consistently provides principals and staff with feedback and information to improve school programs and/or instruction. - Provides professional learning opportunities for principals and/or staff that are differentiated based on their needs.	- Provides operational support to schools. - Assists with personnel issues and hiring. - Seeks resources to support the students' personal development, where appropriate. - Works with principals and staff to access community resources. - Provides engaging, relevant and effective professional learning for principals and/or staff. - Develops and monitors systems that support high expectations.	- Inconsistently provides services that support high expectations for the educational success of all adults/students or the services provided are of inconsistent quality.	- Services that support high expectations for the educational success of all adults/students are rarely provided or are of very poor quality.

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

		• Communicates expectations regularly with all stakeholders.	
C3: Provides instructional leadership that supports schools in maintaining a focus on instruction.			
Strong plus:	*Effective plus:*		
• Demonstrates exceptional ability in providing support and constructive feedback to principals and/or staff that maintains a focus on instruction. • Implements innovative methods for sharing instructional best practices among staff and/or principals.	• Consistently models and encourages a focus on instruction in all interactions with staff/principals and in initiatives pursued. • Consistently provides constructive feedback to principals and/or staff that maintain a focus on instruction.	• Provides constructive feedback to principals and/or staff that maintain a focus on instruction. • Supports implementation of the teacher evaluation process. • Provides support for curriculum development or implementation. • Provides professional learning opportunities for principals and/or staff around best practices in instruction. • Monitors classroom instruction via learning walks, subject area visits, and/or instructional rounds.	Instructional leadership provided to schools is either inconsistent, of intermittent quality, or does not maintain a focus on instruction. Instructional leadership provided to schools is rare, of low quality, and/or does not maintain a focus on instruction.

CULTURE: Suggested Supporting Evidence

- Calendar reflects regular meetings with principals, coaches, and staff.
- Meeting agendas and minutes of meetings show evidence of collaboration.
- Professional learning calendars.
- Timely and effective hiring.
- Emails and generated documents.
- Meeting agendas and minutes. Feedback to principals and staff (i.e., subject visit reports, school review reports, etc.)

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

People				
Exemplary	**Strong**	**Effective**	**Developing**	**Needs Improvement**
P1: Leads teams effectively, delegating responsibilities and managing for concrete outcomes				
Strong plus: • Ensures that tasks are meaningful, have concrete and measureable outcomes, and decisions are reached with consensus of the team.	*Effective plus:* • Models and coaches others in working effectively and professionally with teams. • Encourages all stakeholders to collaborate and participate in decision-making, resulting in strong accountability and responsibility in resulting consequences. • Participates with school teams and principals in improving outcomes for students.	• When working with teams and individuals, models professional conduct at all times. • Engages others in decision-making and the monitoring of the resulting consequences on students, staff, and district goals. • Develops and maintains relationships with individuals and teams that ensures high accountability and responsibility. • Provides effective and constructive support to schools' teams and school level leaders.	• When working with teams and individuals, inconsistently models professional conduct • Engages others in some decision-making but does not always monitor the resulting consequences • Develops and maintains relationships with individuals and teams but does not always ensure accountability or responsibility • Feedback and support to schools' teams and school level leaders does not frequently lead to desired outcomes	• Responds to teams inappropriately. Can be rude, sarcastic, or condescending, and is not open to feedback from teams. • Manages teams from a top-down perspective, and does not provide opportunity for engaging in decision-making. • Feedback is mostly negative or not constructive towards school teams, resulting in dissatisfied staff.
P2: Coaches, supports and when appropriate supervises individuals to support their growth and accomplishments				
Strong plus: • Coaching and support are instrumental in growing subordinates, departments, or teachers, resulting in increased measureable performance of students • Coaching and support are instrumental in growing subordinates, resulting in increased measureable performance of students	*Effective plus:* • Develops professional learning opportunities designed to strengthen curriculum, instructional practices, and assessment based on individual development needs. • Consistently reflects and shares understanding of research and best practices. • CEVAL/PEVAL processes are adhered to and result in increased performance of direct reports. • Coaches and supports principals and school teams in enhancing	• Responds to all stakeholders by fostering their participation in collaboration, and inviting feedback and questions. • Demonstrates a growth mindset for self and staff. • Models, reflects on, and builds capacity for life-long learning through an increased understanding of research and best practices. • Supports on-going professional learning and collaborative relationships with others. • Develops professional learning opportunities designed to strengthen	• Provides support and coaching to some staff in development their growth goals. • Coaching and support are inconsistent. Direct Reports report a lack of consistent support. • High expectations for self and others to grow and develop is are not evident. • The quality of professional learning activities is not inspiring or resulting in change of practices. • Does not align the work and Professional Development	• Is unfamiliar with coaching strategies for adults learning. • Contentious relationships with others lead to ineffective coaching, and supervision. • Professional learning opportunities are of poor quality and do not engage others in growth and development. • CEVAL deadlines and processes and not honored.

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

P3: Develops leadership talent across NHPS

Strong plus:	Effective plus:	Effective	Developing	Below Standard
• Seeks opportunities for self-improvement. • Identifies and further develops exemplary talent and plans for succession. • Actively recruits talent through strategic planning.	• Develops differentiated professional learning opportunities designed to strengthen leadership capacity based on individual growth trajectories. • Ensures that new staff are provided supports that result in highly engaged and satisfied staff. • Direct reports are encouraged to seek continuous development as they move up the trajectories.	instructional practices through effective feedback. • Collaborates with building leaders to support teacher instructional practices. • Effectively manages CEVAL/PEVAL processes. • Implements practices to recruit, support, and retain highly qualified teaching staff. • Engages individuals in advancing their instructional practices and growth. • Provides feedback to building leaders and teachers to build leadership capacity. • Develops professional learning opportunities designed to strengthen leadership capacity amongst all stakeholders, often differentiating.	• Engages minimally in recruiting highly effective teaching staff. • Feedback to teachers and principals to improve instructional practices and leadership capacity is often not constructive or helpful in improving practices and outcomes. • Professional learning opportunities to strengthen leadership capacity among all do not meet the needs of the stakeholders. They are one size fits all and limited in content.	curriculum, instructional practices, and assessment. • Collaborates with building leaders to support teacher instructional practices. opportunities around district or school goals. • CEVAL deadlines and other processes are inconsistently completed. • Is not proactive in recruitment and retention of staff. • Does not encourage individual growth trajectories. • Does not seek his/her own professional growth. • The quality of professional learning opportunities for stakeholders is very poor for all stakeholders.

P4: Interprets data and communicates progress toward the vision, mission and goals for all stakeholders

Strong plus:	Effective plus:	Effective	Developing	Below Standard
• Uses data to strategically plan for the department or district needs. • Communicates the vision, mission and goals of the district consistently in writing, verbally, and through his/her actions. • Influences and engages others in meeting the districts mission, vision, and goals through effective use and effective use and...	• Multiple sources of data and information is strategically utilized to exponentially increase progress towards achieving the vision, mission, and goals of the district. • In addition to data, analyzes student work regularly to plan and make changes to programs and activities.	• Uses multiple sources of information/assessment to support school improvement. • Uses data and evidence to analyze student learning and teacher practices and engages in data-focused conversations with school leaders and staff. • Analyzes data deeply and collaborates with stakeholders in planning and carrying out changes in programs and or...	• Some sources of information are used effectively to support school improvement. • Some data is analyzed, but not at a deep level that reveals root causes and impacts change. • Stakeholders are not engaged in deeply analyzing data or in monitoring progress towards achieving the vision, mission, and goals. • Communication towards...	• Communication and organization is disorganized and does not encourage exchange of information to inform practice. • Data analysis is still at a basic level and does not positively impact schools or teacher practices. • Rationale for decisions/changes for students and schools based on data is unclear. • Communication towards...

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

communication of data.	• Engages multiple stakeholders in analyzing data to make informed decisions about programs and activities. • Systematically communicates accurate and timely exchanges of information.	activities. • Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice. • Supports and leads high quality, data-driven instruction by building the capacity of principals to lead and perfect their craft • Improves principal effectiveness: coaching, conducts principal evaluation • Assists schools in supporting teaching and learning, helping them to provide quality feedback to staff • Provides PD to principals differentiating based on needs • Supports principals in implementation of curricular initiatives	achieving the vision, mission, and goals are minimal achieving the vision, mission, and goals are vague and inadequate.

People: Suggested Supporting Evidence

- Meeting agendas and minutes
- Meeting sign-in sheets
- Calendar
- Feedback from stakeholders
- Attendance at conferences or committees
- Evidence of leadership within the field
- Interviewing and recruiting logs/evidence
- Data to show student achievement and/or other measures to show increased performance of direct reports.

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

Instructional Content

Exemplary	Strong	Effective	Developing	Needs Improvement
IC1: Accepts responsibility in area of leadership				
Strong plus: • Demonstrates an exceptional level of responsibility in all aspects of his/her daily job requirements, as well as areas beyond.	*Effective plus:* • Models responsibility for staff and implements processes that ensure that all tasks related to the area will be completed on time and well. • Actively recruits teachers to serve in his/her area in particularly innovative ways.	• Accepts responsibility for student and/or teacher achievement in his/her area. • Finishes all tasks on time. • Organizes and leads meetings. • Recruits teachers to serve in his/her area. • Monitors, coaches, and regularly communicates with teachers and/or school-leaders in his/her area. • Oversees curriculum writing and/or the creation and maintenance of other documents and policies related to his/her area.	• Inconsistently demonstrates responsibility in one or more of the areas listed in **Effective.** • Does not effectively complete expectations of the department/district.	Does not demonstrate responsibility in most of the areas listed in **Effective.**
IC2: Demonstrates content expertise, continually refining NHPS approach				
Strong Plus: • Demonstrates leadership in his/her field through participation in professional organizations, presentations at conferences, etc. • Shares new content and methodologies with staff using particularly innovative strategies.	*Effective Plus:* • Demonstrates knowledge of the most current best practices and consistently shares them with staff via meetings, emails, websites, etc. • Demonstrates knowledge of best practices beyond his/her content area. • Contributes to the "NHPS approach" by sharing strategies, knowledge, or data at the district level.	• Regularly attends conferences to develop expertise. • Demonstrates knowledge about best practices and shares them with staff. • Demonstrates knowledge of best practices within his/her content area and new NHPS initiatives. • Professional development offered is effective in improving teacher practice.	Inconsistently demonstrates content expertise in one or more of the areas listed in **Effective.**	Does not demonstrate content expertise in most of the areas listed in **Effective**.
IC3: Pursues and prioritizes data-informed, high leverage strategies to accomplish objectives.				
Strong plus:	*Effective plus:*	• Uses data to inform all	• Inconsistently uses data	• Does not use data to

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

• Strategies implemented have high-yield results as measured by student and/or teacher data. • Strategies pursued represent an exemplary level of data analysis, content knowledge, and/or research.	• Analyzes and makes data available to teachers and/or school-leaders to drive instruction and change. • Measures effectiveness of strategies using a wide variety of data sources. • Identifies sources of data that can be used to improve outcomes for students.	• Sets and meets specific, measurable goals and objectives that prioritize high-leverage strategies. • Guides implementation of high-leverage strategies in his/her area and uses data to evaluate effectiveness of strategies. • Observes delivery of curriculum and provides feedback for ongoing technique/skills improvements as well as program modifications.	to inform decision-making. And/or • Inconsistently pursues and/or prioritizes high-leverage strategies to accomplish objectives. And/or • Inconsistently observes delivery of instruction	inform decision-making. And/or • Does not pursue and/or prioritize high-leverage strategies.

Instructional Content: Suggested Supporting Evidence

- Central office survey results
- Evaluations from CIA meetings
- Exit slips from other meetings
- Evidence of conference attendance and/or presentations
- Evidence of participation in and/or leadership of professional organizations
- Evidence of how best practices are shared via websites, online modules, targeted PD meetings, etc.
- Evidence such as photos or handouts showing that teachers are implementing strategies learned in CIA or other meetings.
- Walk-through observations

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

Management				
Exemplary	Strong	Effective	Developing	Needs Improvement
M1: Demonstrates responsiveness to district, school, and/or teacher needs				
Strong plus: Anticipates and supports district, school, and teacher needs through particularly effective data analysis and observations.	***Effective plus:*** Responsiveness to district, school, and teacher needs is prompt.	• Maintains accurate, up-to-date information about his/her areas of responsibility. • Maintains regular communication with all stakeholders to keep abreast of areas of need. • Meets with stakeholders as necessary to respond to district, school, and/or teacher needs. • Uses data to determine district, school, and teacher needs	• Maintenance of information about his/her area of responsibility is inconsistent and/or of low quality. • Communications and meetings with stakeholders are inconsistent **or** of low quality.	• There is little or no maintenance of information about his/her area of responsibility. • Communications and meetings with stakeholders are inconsistent **and** of low quality.
M2: Supports policies, systems, and processes to enhance school, department, or district-wide goals.				
Strong plus: • Makes innovative changes to existing policies, systems, or processes that have a direct effect on quality of instruction and/or student achievement. • Ensures that policies, systems, and processes are implemented with fidelity.	***Effective plus:*** Identifies the need for changes to existing policies, systems, and processes.	• Monitors existing policies, systems, and processes at the school, department or district level. • Ensures that policies, systems, and processes are implemented.	• Existing policies, systems, and/or processes are not consistently monitored or implemented.	• Existing policies, systems, and/or processes are not monitored or implemented.
M3: Maximizes available resources, including finances and time.				
Strong plus: Implements particularly innovative methods to maximize resources and/or time at the district, school or classroom level.	***Effective plus:*** Supports school staff to ensure that available resources and time are maximized at the school and/or classroom level.	• Completes tasks accurately and on-time. • Develops and/or manages a personal schedule that maximizes time and resources. • Leads meetings and school visits that are purposeful, meaningful and supportive. • Develops and manages a 72	• Management of time and/or resources is inconsistent. and/or • Meetings and school visits are either inconsistent or not purposeful. and/or • Budget is loosely aligned with district vision and goals or the needs of	• Management of time and/or resources is ineffective. and/or • Meetings and school visits are either inconsistent or not purposeful. and/or • Budget is not at all aligned with district vision and goals or the needs of

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

	his/her area of responsibility.	his/her area of responsibility.
	budget that maximizes resources and is aligned with district vision and goals, as well as the needs of his/her area of responsibility, where applicable.	• Budget and explanations. • Feedback from stakeholders.

Management: Suggested Supporting Evidence

- BLDT, SPMT, SGC, etc. agendas and minutes.
- Email correspondence.
- Regular meetings with staff in your area of responsibility.
- Directors: CIA meetings for school leaders.
- Supervisors: CIA meetings for teachers.

- Email correspondence.
- Phone calls/texts.
- School visit calendars.
- Meeting agendas.

CENTRAL OFFICE ADMINISTRATOR PROFESSIONAL VALUES PERFORMANCE CONTINUUM

PV 1: Collaboration and Collegiality

Exemplary	Effective	Needs Improvement
• Creates and/or leads initiatives that engages colleagues to improve learning across the school district Teacher leads efforts within and/or outside the school to strengthen academics and school culture. • Leads district committees that contribute to the work of district policy or practice • In collaboration with building leaders, leads school level teams to improve best practices • Collaborates with a variety of stakeholders in educational matters and decisions related to curriculum and in decision making.	• Shares ideas and approaches with colleagues in an effort to drive learning across the district Teacher proactively participates in efforts to engage students, families, and colleagues in development of strong academic program and school culture. • Actively participates as a member of district committees and teams • Provides leadership to school teams to improve instructional practices • Leads in the process of curriculum development and educational decision making	• Does not effectively collaborate with peers or colleagues, or does so inconsistently. Does not support ideas that contribute to learning across the district. • Does not contribute positively to district committees. Inserts obstacles to committee work. • Leadership to schools is irregular. Does not contribute to team dialogues in a productive manner. • Educational decision-making around curriculum is done in isolation without feedback. Curriculum development work is of low quality.

PV 2: Professional Growth

Exemplary	Effective	Needs Improvement
• Continuously engages in learning to that aligns to the needs of the district... • Collects a variety of data/research and uses these to support student outcomes. • Is reflective with self and others about their professional growth needs.	• Uses research /data to improve teaching and learning approaches for self and are aligned to the district vision. • Actively prepares and self-assesses in preparation for development conversations with school staff and colleagues. • Reflects, prepares and self-assesses in preparation for development conversations with IM.	• Is unfamiliar with best practices and/or research in teaching and learning. Does not seek out professional learning opportunities for self. • Does not reflect on self-development needs. • Does not contribute to others development. • Does not accurately self-assess strengths and areas needing development.

PV 3: Reliability

Exemplary	Effective	Needs Improvement
• Prepares and provides professional activities that are well planned, timely, and engaging • Completes all responsibilities at the highest standards of quality • All records are kept at the highest quality, are organized, and are used to guide decisions • Maintains the highest professional conduct, including confidentiality, realizing that ones' behavior directly reflects upon the status of the profession	• Arrives to professional activities on time, well prepared, and aligned to the audience needs. • Reliably carries out all paperwork, duties, responsibilities and assignments. • Keeps accurate and organized records. • Maintains the confidentiality of information.	• Is frequently late or unprepared for professional activities. • Paper work contains errors. Duties and responsibilities are inconsistently carried out. • Records are inaccurate or unorganized. • Engages in inappropriate behavior that leads to breaks in confidentiality.

CENTRAL OFFICE ADMINISTRATOR PROFESSIONAL VALUES PERFORMANCE CONTINUUM

PV 4: High expectations

Exemplary	Effective	Needs Improvement
• Makes the well-being of all students the fundamental value in decision-making • Provides opportunities for others to grow in the profession by providing specific feedback for development • Encourages others to develop and evaluate curriculum and instructional practices	• Acts on the belief that all students can learn to the fullest extent of their abilities • Accurately identifies strengths and areas of development for direct reports • Promotes on-going development and evaluation of curriculum	• Beliefs and actions are not aligned to the district vision to support all students • Is unable to or does not provide direct reports with meaningful and/or supportive feedback • Does not provide meaningful professional learning that engages others in the use and evaluation of curriculum

PV 5: Respect

Exemplary	Effective	Needs Improvement
• Provides leadership to staff and colleagues that encourages collaboration and consensus building. • Models and maintains the highest standards of professional conduct at all times. • Demonstrates respect to others in all forms of communication and considers others culture, customs, and beliefs in communication and decision-making	• Interacts with staff/colleagues in ways that improves relationships • Responds to others with dignity and respect • Maintains cordial relationships with colleagues, administration, and school staffs. Communicates with others in an affirmative manner.	• At times, communicates with staff/colleagues in a disparaging manner • Communication often offends others. Communication is directive rather than open. • Relationships with colleagues, administration, and school staffs are often strained.

PV 6: Responsiveness and outreach

Exemplary	Effective	Needs Improvement
• Works regularly with school staff /teams to improve instruction and is an integral part of the school community. • Provides school teams with data, analysis of data, and offers recommendations for improving student outcomes. • Encourages and supports innovation, adaptability and flexibility in order to improve outcomes for teachers and students.	• Frequently collaborates with school staff to improve instructional practices. • Informs and provides support to schools when data indicates a drop in student performance. • Supports school teams in developing intervention plans or professional learning opportunities that will improve student outcomes.	• Does not proactively engage school staff in improving instructional practices. • Does not share data with schools or provide appropriate follow-up to improve student performance. • Has limited interactions with school teams and/or does not provide support/feedback for improving student outcomes.

PV 7: Professionalism and judgment

Exemplary	Effective	Needs Improvement
	• Acts ethically with integrity and honestly. • Demonstrates conduct that is consistent with the CT Code of Professional Responsibility for School Administrators. • Maintains the standards, and seeks to improve effectiveness of the profession, through research and continuing development for self and others	• Acts dishonorably at times. Has been dishonest or unfair towards others. • Frequently borders on violating aspects of the CT Code of Professional Responsibility for School Administrators. • Behavior and standards of the profession are not met.

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

Principal and Assistant Principal Leadership Competencies Performance Continuum

Vision

Exemplary	Strong	Effective	Developing	Needs Improvement
		V1: Sets Clear direction for the school community		
Effective plus: • Collaboratively reviews and analyzes a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals	• Uses and analyzes a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals	• Uses a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals	• Uses minimal informational sources to create the school's vision mission and goals	• Is unaware of the need to use data research or best practices to shape the school's vision, mission and goals
• Inspires many stakeholders to actively participate in the development process of the school's vision, mission and goals	• Recruits a team of stakeholders to create a shared vision, mission, and goals that reflects the perspective of all stakeholders	• Ensures the creation of a share vision, mission, and goals by incorporating the perspective of all stake holders	• Enlists one or two likeminded stakeholders to create the school's vision, mission and goals	• Works alone with little or no support from stakeholders to create school's vision, mission and goals
• Vision/mission and goals are in complete alignment to district, state and federal standards as well as the school's identity and programmatic needs	• Vision/mission and goals are in Strong alignment to district state and federal standards as well as the school's identity and programmatic needs	• Ensures that the vision mission and goal of the school is aligned to district, state, and federal standards as well as the school's identity and programmatic needs	• Vision/mission and goals are in weak alignment to district, state and federal standards as well as the school's identity and programmatic needs	• Vision, Mission and goals have No alignment to district, state and federal standards as well as the school's vision and mission
• All stakeholders are able to articulate the school's vision and mission	• The majority of stakeholders are able to articulate the school's vision and mission.	• Produces a memorable, succinct, results oriented mission /vision statement known by all stakeholders	• Few stakeholders are able to articulate the school's vision and mission	• No stakeholders are able to articulate the school's vision and mission
		V2: Implementing and sustaining vision/mission and goals		
Strong Plus: • The vision and mission statements are displayed in various venues throughout the building and school documents	*Effective plus:* • The mission and vision statements are displayed in most areas throughout the building	• The vision and mission statements are prominently displayed	• The vision and mission statement is displayed in a few select places	• The vision and mission statement are not displayed
	• Motivates most stakeholders to	• Attempts to persuade resistant staff members may or may not be	• Is discouraged and immobilized by staff resistance and fear of

77

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

		successful	change and low expectations
Sets Clear direction for the school community	• Masterfully persuades resistant stakeholders who fear change or harbor low expectations • Designs, initiates and implements collaborative processes to collect and analyze data about the school's progress for review and revision of the school's vision, mission, and strategic goals	• Manages resistance, low expectations and fear of change • Consistently provides strong direction through a needs assessment, goal identification, and implementation strategies based on the school's vision	• implement the school's mission/vision and goals • Frequently evaluates adherence to reaching full implementation of the mission/vision and goals with fidelity • Identify and address strategic opportunities and challenges • Regularly revisits the vision • Decisions are supported by the vision	• Rarely evaluates the implementation of the mission, vision and the goal • There is no process for evaluating the implementation of the mission, vision and the goal

Vision: Supporting Evidence

Implementing and sustaining vision/mission and goals
• The vision and mission statements are prominently displayed
• Staff meetings, agendas,
• Decisions are supported by the vision
• Stakeholders, including parents and students can articulate the vision and mission.
• PTO Meetings, Data Teams and Parent Workshops feature the vision.
• School self-evaluation is clear, concise and evidence based.
• The school frequently assesses its strengths and challenges
• Agendas and minutes of BLDT identify goals of SIP.
• Challenges are explicitly addressed in the SIP
• BLDT monitors progress through benchmark assessments indicated in BLDT minutes.
• BLDT revisits and updates SIP on a regularly
• The School Improvement Plan reflects strategies that support the vision for change There is follow-through with achievements and recognition and rewards for employee who were involved.
• Changes in policies, practices, and programs that do not meet the vision.
• Differentiated professional development in PD calendar and agendas. Coaching plans
• Teacher feedback and SIP.
• Action plans

People				
Exemplary	Strong	Effective	Developing	Needs Improvement
		P 1: Leads teams and delegates responsibilities		
Strong plus: • The school has a process for monitoring and supporting the implementation of PD strategies • The leader is exceptionally effective and strong in involving a broad base of stakeholders in school teams including students	**Effective plus:** • Leaders ensure team will produce evidence indicating how they support the school's plan and vision • Monitors progress of team • Systematically receives and gives feedback and elicits from teams • Leader ensures that all stakeholders have regular opportunities to interact and impact decisions of the school	• Develops a comprehensive strengths-based leadership team to support the vision. • Strategically encourages and supports innovative team initiatives aligned to the vision • Encourages and develop a collaborative work and learning environment • Fosters stakeholder engagement and participation and decision making • Provides constructive supports to the school team providing them with high quality feedback • Provides evidence of clearly defined roles and responsibilities of school teams • Creates coaching plans and hold regularly scheduled one-on-one meetings with team members • Works well with school governance systems resulting in a collaborative	• Inconsistent teacher evaluation and feedback and monitoring of teams • Inconsistent performance in the effective category • Professional development opportunities are provided but not usually aligned to or with adult learning needs	• Limited evidence of delegating responsibilities to teams • Very moderate compliance with effective category • Limited participation of groups • Roles and responsibilities are nebulous and unclear

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

Exemplary	Strong	Effective	Developing	Needs Improvement
		P2: Laws, policies and Ethical Behavior		
• Evaluating and modifying all related systems connected to federal, state and district laws and policies to ensure all stakeholders have a comprehensive understanding • Effectively supports all staff to do both as well and is able to model it	• Invests staff in understanding and complying with state and federal laws and mandates, school committee policies and collective bargaining agreements. Is able to model this element • Reliably demonstrates sound judgment reflecting integrity and fairness in accordance with the Ct Code of Conduct for professional educators. • Protects students, family, and staff confidentiality appropriately. • Effectively supports all staff to do both as well.	• Education leaders ensure the success and well being of all students, staff and families by modeling ethical behavior and integrity • Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements • Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well	• May know state and federal laws and mandates, school committee polices, and collective bargaining agreements but inconsistently complies with some laws and polices • Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately	• Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements • Demonstrates lace of sound judgment reflecting integrity and fairness and/or does not adequately protect student family, and or/staff confidentiality
		P3: Develop Instructional Leadership Talent		
Strong plus: • Surveyed teams and teacher leaders express high levels of satisfaction with development and opportunities provided by leaders • Maintain individual coaching and development plans and schedules of teacher leaders	**Effective plus:** • Establish clear policies and procedures for evaluation and recognizing leadership potentials in staff • Encourages and supports teacher leadership and progression on career ladders. • Systematically provide opportunities for emerging leaders to complete tasks and facilitate professional	• Models and coaches teacher leaders effectively	• Provides few opportunities for emerging leaders to complete tasks and facilitate professional learning • Provides limited opportunities for teachers to progress on career ladder	• Provides no opportunities for emerging leaders to complete tasks and facilitate professional learning • Provides no opportunities for teachers to progress on career ladder

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

Strong plus: • All TEVAL deadlines are met • Staff feedback on surveys indicate confidence in the evaluation process • Schools reflect priorities in management plan • A variety of data is used for teacher and staff evaluation • Completes TEVAL process with fidelity and comprehensiveness • Incorporates teachers and support staff into leadership and decision making roles in the school that foster the career development	• Identifies and facilitates professional learning experiences for teachers learning • Provides feedback to leadership teams	
Effective plus: • Leaders conduct frequent formal and informal evaluations providing meaningful and actionable feedback in areas of growth and development. • Individuals are held accountable for their performance meeting TEVAL deadlines • Teacher goals reflect differentiation based on interest and need • TEVAL deadlines are met	• Identify leaders among staff and support their development • Provide opportunities for staff to pursue professional learning opportunities in their development	
	P 4: Effectively Manage Staff	
	• Creates time and provides resources to ensure the accurate evaluation of teachers providing evidence-based feedback with both quantitative and qualitative information • Management plan reflects a strategy for faculty and staff development • Follow process and procedures outlined in the teacher evaluation document • Improvement plans are developed in a timely manner with evidence-based feedback and clear strategies for improvement	• Rarely meets TEVAL deadlines • Development plans rarely identify areas of growth • Teachers observed less than 3 times a year • Does not meet TEVAL goals • Development plans do not identify areas of growth • Teachers are not observed

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

People: Suggested Supporting Evidence

	• Development plans strategically identify areas of growth with specificity • All teachers are observed three times annually in alignment with the TEVAL expectations • feedback aligned to the TEVAL indicators and hold individuals accountable for efforts and result • Unwrap the TEVAL domains with staff to provide clear understanding of how they are being evaluated • Most TEVAL deadlines are me • Teacher goals and SLO's are measurable with time and condition
Leads teams and Delegates Responsibility	• Regularly scheduled meetings with members of various teams • Systematically gives and receives feedback • Schedules, agendas and minutes
Laws, policies and Ethical Behavior	• Handbooks for teachers, parents, students • Professional Code of Conduct schedules
Develop Instructional Leadership Talent	• Clear policies and procedures for evaluating and recognizing leadership potential in others • Individual coaching and development plans
Effectively Manage Teams	• Schedule reflects priorities in management plan • Teachers goals reflect data • Uses a variety of data to evaluate teachers and other staff members

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

Instructional Leadership

Exemplary	Strong	Effective	Developing	Needs Improvement
		I1: Curriculum and Instruction		
Strong plus: • Challenges staff to reflect deeply on and define what knowledge, skills, and concepts are essential to the complete educational development of students • Builds the staff capacity to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning	**Effective plus:** • Supports educators to collaborate on developing a series of interconnected well structured lessons with challenging objectives, appropriate student engagement • Ensures through observations and review of plans that teachers know and employ teaching strategies and practices that are effective with all learners while teaching content • Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning	• Ensures familiarity with best practices (per research) in teaching and learning • Conducts walkthroughs, instructional rounds, and observations • Teachers, staff, and students monitor progress towards SLOs • Is familiar with the written curriculum and instructional practices • Implements technology in a way that addresses specific challenges/needs of students • Uses available technological resources to strengthen instruction • Demonstrates initiative in identifying and implementing new technological tools to meet district goal • Supports teachers to develop well structured lessons with challenging, measurable objectives and appropriate student engagement	• Provides students access to instructional tools including technology • Provides staff limited support in the use of instructional strategies that support student learning • Identifies adaptations to instructional practices and assessments with limited implementation	• Rarely ensures instructional strategies support learning • Rarely adapts instructional practices

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

Exemplary	Strong	Effective	Developing	Needs Improvement
		12: Assessment and Accountability		
Strong Plus: • Continually monitors and evaluates data sources to ensure the results are reliable and valid for the use of determining the effectiveness of practices that are being use to impact student achievement. • Continually builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content students did not learn.	*Effective Plus:* • Consistently uses multiple sources of data to consistently monitor and adjust instruction practices to achieve academic targets for all students • assessments to determine which is the most reliable and valid in identifying significant factors that impact student achievement • Consistently uses progress monitoring data to make modifications to academic plans that were created for students who need additional support to attain their goals • Consistently develops the skill set of the faculty to analyze the results from formative and summative assessments to select the best instructional practice to boost	• Regularly attends conferences to develop expertise. • Demonstrates knowledge about best practices and shares them with staff. • Demonstrates knowledge of best practices within his/her content area and new NHPS initiatives. • Professional development offered is effective in improving teacher practice.	Inconsistently demonstrates content expertise in one or more of the areas listed in **Effective**.	Does not demonstrate content expertise in most of the areas listed in **Effective**.
		IC3: Pursues and prioritizes data-informed, high leverage strategies to accomplish objectives.		
Strong plus: • Strategies implemented have high-yield results as measured by student and/or teacher data. • Strategies pursued	*Effective plus:* • Analyzes and makes data available to teachers and/or school-leaders to drive instruction and change.	• Uses data to inform all decision-making. • Sets and meets specific, measurable goals and objectives that prioritize high-leverage strategies. • Guides implementation of	• Inconsistently uses data to inform decision-making. And/or • Inconsistently pursues and/or prioritizes high-leverage strategies to	• Does not use data to inform decision-making. And/or • Does not pursue and/or prioritize high-leverage

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

represent an exemplary level of data analysis, content knowledge, and/or research.	• Measures effectiveness of strategies using a wide variety of data sources. • Identifies sources of data that can be used to improve outcomes for students.	high-leverage strategies in his/her area and uses data to evaluate effectiveness of strategies. • Observes delivery of curriculum and provides feedback for ongoing technique/skills improvements as well as program modifications.	accomplish objectives. And/or • Inconsistently observes delivery of instruction	strategies.

Instructional Content: Suggested Supporting Evidence

- Central office survey results
- Evaluations from CIA meetings
- Exit slips from other meetings
- Evidence of conference attendance and/or presentations
- Evidence of participation in and/or leadership of professional organizations
- Evidence of how best practices are shared via websites, online modules, targeted PD meetings, etc.
- Evidence such as photos or handouts showing that teachers are implementing strategies learned in CIA or other meetings.
- Walk-through observations

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

Organizational Management

O1: Build effective organizational structures and systems to ensure a safe, high performing learning environment

Exemplary	Strong	Effective	Developing	Needs Improvement
Strong plus:	*Effective plus:*			
• Consistently enforces/monitors and updates procedures and routines to ensure a safe and orderly environment	• Builds, establishes and implements organizational systems that outline procedures and routines to ensure a safe and orderly environment	• Creates a system designed to identify critical needs of school community including safety and security	• Process for outlining school wide behavioral expectations is inconsistent	• Does not attempt to create any system to ensure a safe and orderly environment
• Publicly celebrates kindness, effort and improvement, builds all stakeholders pride in their school	• Regularly reviews, monitors and assesses systems to determine their effectiveness	• Creates clear routines and procedures that promote a safe and orderly environment	• Congratulates individuals on success	• Behavioral expectations are inconsistent across classrooms
• Plans ahead for learning needs and creates systems to allow for new instructional approaches	• Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains	• Designs a system to monitor academics and behavior expectations	• Understands the importance of developing effective professional learning communities and results oriented professional development	• Rarely praises students and inconsistently attempts to build school pride
• Ensures that professional development within the school is aligned with curriculum, instructional and assessment needs while recognizing the unique professional development needs of staff members	• Implements and regularly adjusts a master schedule and system to maximize blocks of uninterrupted instructional time	• Reviews the need for changes to expectations, procedures and routines	• Understands the importance of continued personal learning professional development	
	• Facilitates opportunities for effective professional learning communities aligned with school goals, focused on results characterized by instructional planning and student learning	• Builds organizational structures designed to achieve school goals		
	• Provides information in different formats in multiple ways through different media in order to ensure communication with all stakeholders	• Organizational structure cultivates collaboration among school community		
		• Ensures optimal use of instructional time by creating and implementing a master schedule		
		• Designs and uses a communication system to exchange information among school community		
		• Ensures the physical plant is attractive and welcoming		

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

02: Maximize available resources, including finances and time to achieve school goals

Effective Plus:	Strong Plus:
• Allocates resources to support school vision and mission • Manages human capital strategically to meet the needs of the students. • Utilizes a processing system to prioritize a budgetary needs based on school goals • Has knowledge of school budget and accounting procedures to support effective teaching	• Reviews and monitors the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs • Solicits input from various stakeholders to determine the best use of financial resources to impact student achievement • Consistently allocates resources to support school vision and mission with foresight to potential problems and stakeholder investment • Uses input from staff to establish funding priorities that are equitable and provide a balanced operational budget for school programs and activities • Utilizes a system to equitably manage financial resources

Organizational Management: Suggested Supporting Evidence

Build effective organizational structures and systems to ensure a safe, high performing learning environment	• Organizational charts include clear roles and responsibilities of faculty and staff. • SPMT, DATA TEAMS, SSST schedules, etc. • Agendas and minutes from various meetings distributed to the entire school community. • Agenda of Parent Organizations demonstrate encouragement and support by school leaders. • School handbook • All schedules reflect school priorities. • Clear systems and procedures in place to ensure school safety
Maximize available resources, including finances and time to achieve school goals	• Budget plan and rationale • Policies and procedures maximize human capital. • Demonstrates improvement in reducing behavioral suspensions and referrals to special education.

Principal and Assistant Principal Professional Values Performance Continuum

Collaboration and Collegiality

Exemplary	Effective	Needs Improvement
Creates and/or leads initiatives that engage stakeholders to improve learning across the school	Shares ideas and approaches with stakeholders in an effort to drive learning across the school	Does not effectively collaborate with stakeholders, or does so inconsistently. Does not support ideas that contribute to learning across the school.
Leads school/district committees that contribute to the work of school/ district policy or practice	Actively participates as a member of school committees and teams	Does not support school committees and creates a negative environment that impedes committee work
In collaboration with stakeholders, leads school level teams to improve best practices	Provides leadership to school teams to improve instructional practices	Does not contribute to team dialogue in a productive manner.

Professional Growth

Exemplary	Effective	Needs Improvement
Continuously engages in learning to that aligns to the needs of the district.	Uses research /data to improve teaching and learning approaches for self and are aligned to the school vision.	Is unfamiliar with best practices and/or research in teaching and learning. Does not seek out professional learning opportunities for self.
Collects a variety of data/research and uses these to support student outcomes.	Actively prepares and reflects in preparation for development conversations with school staff and stakeholders.	Does not reflect on self-development needs. Does not contribute to others development.
Is reflective with self and others about their professional growth needs.	Reflects and prepares in preparation for development conversations with IM.	Does not accurately identify strengths and areas needing development.

Reliability

Exemplary	Effective	Needs Improvement
Prepares and provides professional activities that are well planned, timely, and engaging	Arrives to professional activities on time, well prepared to engage in the activity.	Is frequently late, misses or unprepared for professional activities.
Completes all responsibilities at the highest standards of quality	Reliably carries out all paperwork, responsibilities and assignments.	Paper work contains errors. Duties and responsibilities are inconsistently carried out.
Maintains the highest professional conduct, including confidentiality, realizing that ones' behavior directly reflects upon the status of the profession	Maintains the confidentiality of information.	Engages in inappropriate behavior that leads to breaks in confidentiality.

High Expectations

Exemplary	Effective	Needs Improvement
Makes the well being of all students the fundamental value in decision-making	Acts on the belief that all students can learn to the fullest extent of their abilities	Beliefs and actions are not aligned to the school/district vision to support all students.
Provides opportunities for others to grow in the profession by providing specific feedback for development	Accurately identifies strengths and areas of development for students and staff	Is unable to or does not provide meaningful and/or supportive feedback to students and staff.
Encourages others to develop and evaluate instructional practices	Promotes on-going development of instructional practices	Does not provide meaningful professional learning that engages others in the utilization of researched based instructional practices

Respect

Exemplary	Effective	Needs Improvement
Provides leadership to all stakeholders that encourages collaboration and consensus building.	Interacts with stakeholders in ways that improves relationships	At times, communicates with stakeholders in a disparaging manner
Models and maintains the highest standards of professional conduct at all times.	Responds to others with dignity and respect	Communication often offends others. Communication is directive rather than open.
Demonstrates respect to others in all forms of communication and considers others culture, customs, and beliefs in communication and decision-making	Maintains cordial relationships with stakeholders. Communicates with others in an affirmative manner.	Relationships stakeholders are often strained.

Responsiveness and Outreach

Exemplary	Effective	Needs Improvement
Works regularly with stakeholders to improve instruction and is an integral part of the school community.	Frequently collaborates with stakeholders to improve instructional practices.	Does not proactively engage school staff in improving instructional practices.
Provides stakeholders with data, analysis of data, and offers recommendations for improving student outcomes.	Informs and provides support to stakeholders when data indicates a drop in student performance.	Does not share data with stakeholders or provide appropriate follow-up to improve student performance.
Encourages and supports innovation, adaptability and flexibility in order to improve outcomes for teachers and students.	Supports stakeholders in developing intervention plans or professional learning opportunities that will improve student outcomes.	Has limited interactions with stakeholders and/or does not provide support/feedback for improving student outcomes.

Professionalism and Judgment

Exemplary	Effective	Needs Improvement
	Acts ethically with integrity and honestly.	Acts dishonorably at times. Has been dishonest or unfair towards others.
	Demonstrates conduct that is consistent with the CT Code of Professional Responsibility for School Administrators.	Frequently borders on violating aspects of the CT Code of Professional Responsibility for School Administrators.
	Maintains the standards, and seeks to improve effectiveness of the profession, through research and continuing development for self and others	Behavior and standards of the profession are not met.

Appendix P : Summative Rating Matrix

		Student Outcomes				
		Needs Improvement (NI-1)	Developing (Dv-2)	Effective (Ef-3)	Strong (St-4)	Exemplary (Ex-5)
Instructional Practice and Professional Values	Needs Improvement (NI-1)	NI-1	NI-1	Dv-2	Ef-3	Ef-3
	Developing (Dv-2)	NI-1	Dv-2	Dv-2	Ef-3	St-4
	Effective (Ef-3)	NI-1	Dv-2	Ef-3	St-4	Ex-5
	Strong (St-4)	Dv-2	Ef-3	St-4	St-4	Ex-5
	Exemplary (Ex-5)	Ef-3	Ef-3	St-4	Ex-5	Ex-5

New Haven Public Schools currently uses a 5 level matrix summative rating system for their end of the year evaluation plans. Based upon these multiple measures of evidence, educator/leader will deterime if an educator successfully completed the evaluative cycle with a concise summary.

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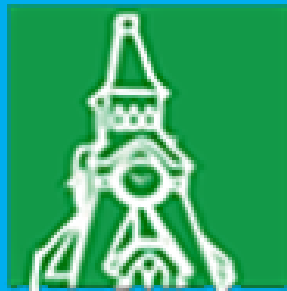
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