MIDDLETOWN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
2015-2016

Approved by Middletown Board of Education in August 2014

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INTRODUCTION

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

The Connecticut State Department of Education (CSDE) and Middletown Public School System are committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

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

The Middletown Educator Evaluation and Development Plan is an evaluation aligned to the [Connecticut Guidelines for Educator Evaluation](#) (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for teacher evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Core Requirements.

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

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A, 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the new evaluation and support plan is to fairly and accurately evaluate educator performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation plans, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance.
- Emphasize growth over time.
- Promote both professional judgment and consistency.
- Foster dialogue about student learning.
- Encourage aligned professional learning, coaching and feedback to support growth.
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new plan defines four components of teacher effectiveness: *student growth and development* (45%), *teacher performance and practice* (40%), *parent feedback* (10%), and *whole-school student learning indicators or student feedback* (5%). The plan defines four components of administrator indicators: *student learning* (45%), *administrator practice* (40%), *stakeholder feedback* (10%), and *teacher effectiveness outcomes* (5%).

These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; Danielson Framework for Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced assessments[1]; and locally-developed curriculum standards.

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[1]**Smarter Balanced Assessment:** SBAC is the standard assessment administered to students in Grades 3 through 8, and 11. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8. *Pending on approval of the waiver submitted to the United States Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link students test data to educator evaluation and support in 2014-2015 only.*

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the plan encourages educators to pay attention to continually improving their practice. The goal-setting process in this plan encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the plan aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The plan is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation system. The dialogue in the plan occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. Middletown's Educator Evaluation and Development promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

Launching this plan will require hard work. Throughout the Middletown district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the plan is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The plan aims to balance high expectations with flexibility for the time and capacity considerations within the district.

Improving student achievement sits at the center of the work for all educators. The Middletown Educator Evaluation and Development Plan recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the Middletown Educator Evaluation and Development Plan creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.

Administrator Final Summative Rating

Outcome Rating 50%

M 5%
Teacher Effectiveness Outcomes

M 45%
Multiple Student Learning Indicators

Practice Rating 50%

M 40%
Observations of Performance & Practice

M 10%
Stakeholder Feedback

Teacher Final Summative Rating

Outcome Rating 50%

M 45%
Student Growth and Development

M 5%
Whole-School Student Learning Indicators or Student Feedback

Practice Rating 50%

M 40%
Observations of Performance & Practice

M 10%
Peer or Parent Feedback

These percentages are derived from the same set of data.

These percentages may be derived from the same set of data.

Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible.

Teacher Evaluation and Support

The Middletown Public Schools designed plan for the evaluation and support of teachers in Middletown is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide Middletown educators in the implementation of the Middletown Educator Evaluation and Development Plan. The Middletown Educator Evaluation and Support Team, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

    (a) **Observation of Teacher Performance and Practice (40%)** as defined within the Danielson Framework for Teaching, which articulates four domains and twenty-two components of teacher practice
    (b) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

    (a) **Student Growth and Development (45%)** as determined by the teacher's student learning objectives (SLOs) and associated indicators of academic growth (IAGDs)
    (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or **student feedback (5%)**

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

- **Exemplary** – Substantially exceeding indicators of performance

- **Proficient** – Meeting indicators of performance

- **Developing** – Meeting some indicators of performance but not others

- **Below Standard** – Not meeting indicators of performance
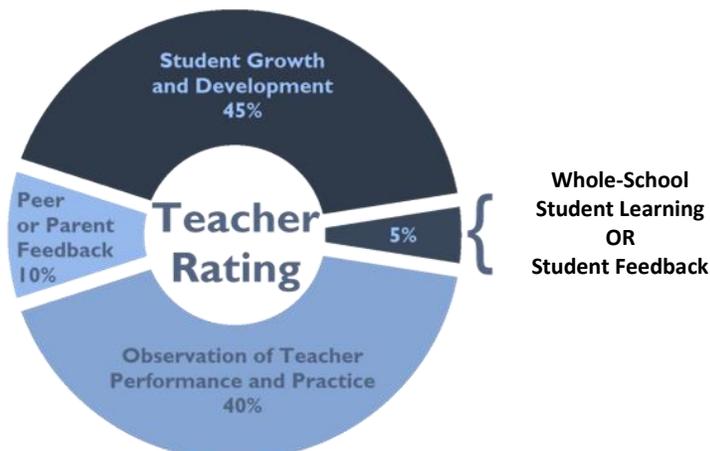
Process and Timeline

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

Goal-Setting & Planning	Mid-Year Check-in	End-of-Year Review
• Orientation on process • Teacher reflection and goal-setting • Goal-setting conference	• Review goals and performance to date • Mid-year conferences	• Teacher self-assessment • Scoring • End-of-year conference
By November 15	**January/February**	**By June 30***

*If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 when state test data are available

GOAL-SETTING AND PLANNING:

Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results, and the Danielson Framework for Teaching to draft a proposed performance and practice focus area, a parent feedback goal, student learning objectives (SLOs) and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

MID-YEAR CHECK-IN:

Timeframe: **January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

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

END-OF-YEAR SUMMATIVE REVIEW:

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

a. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

b. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.[2]

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[2] The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first each year. Not later than June 30 of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

Complementary Observers:

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary observers may be used at the discretion of the primary evaluator to assist with teacher evaluations. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers *must* be linked to curricular area, person in a leadership role with a 092 certification (i.e. Department Head, EIST, Curriculum Coach), and fully trained (i.e. Pass evaluator assessment) as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators in the following ways: by conducting observations, including pre- and post-conferences, may observe with or without the primary evaluator, collecting additional evidence, support with development and revision of student learning objectives (SLOs), and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation plan and Danielson Framework. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators, evaluators and teachers in implementing the plan across their schools. Middletown will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations. Administrators will participate in yearly calibration activities.

At the request of the district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

There will also be an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." (Connecticut Guidelines for Educator Evaluation 2.8 (3))

SUPPORT AND DEVELOPMENT

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

Evaluation-Informed Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Throughout the process of implementing the Middletown Educator Evaluation and Development Plan, all teachers will identify their professional learning needs in mutual agreement their evaluator. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional learning opportunities.

Non-tenured teachers will receive 3 formal observations with at least 2 having a pre-conference, and all 3 having a post-conference. Non-tenured teachers receive supports as defined by TEAM and the Middletown Educator Evaluation and Development Plan as well as through intensive observation, mentoring, review of lesson plans, and review of practice. Additional supports are provided to individual teachers based on need as determined from observations, review of artifacts, and professional conversations.

Improvement and Remediation Plans

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

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

The district has developed a system of levels of support. For example:

1. **Structured Support**: An educator will receive structured support when an area(s) of concern is identified during the school year or when he/she earns an overall performance rating of *developing* or *below standard*. This support is intended to provide short-term assistance to address a concern in its early stage.

2. **Intensive Assistance**: An educator will receive intensive assistance when he/she does not meet the goal(s) of the structured support plan or at the discretion of the primary evaluator in consultation with the building administrator or superintendent. This support is intended to build the staff member's competency.

Career Development and Growth

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

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

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

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

These two components will be described in detail below:

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

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- Danielson Framework for Teaching
The Danielson Framework for Teaching is available on the district website and represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The domains represent essential practice and knowledge and receive equal weight when calculating the Summative Performance and Practice rating.

The Danielson Rubric for Teaching
Smart Card

DANIELSON FRAMEWORK

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: CLASSROOM ENVIRONMENT
1a. Demonstrating Knowledge of Content and Pedagogy ☐ Knowledge of content & structure of discipline ☐ Knowledge of prerequisite relationships ☐ Knowledge of content-related pedagogy	**2a. Creating an Environment of Respect and Rapport** ☐ Teacher interactions with students ☐ Student interactions with students
1b. Demonstrating Knowledge of Students ☐ Knowledge of child & adolescent development ☐ Knowledge of learning process ☐ Knowledge of students' skills, knowledge, and language proficiency ☐ Knowledge of students' interests and cultural heritage ☐ Knowledge of students' special needs	**2b. Establishing a Culture of Learning** ☐ Importance of content ☐ Expectations for learning & achievement ☐ Student pride in work
1c. Setting Instructional Outcomes ☐ Value, sequence, & alignment ☐ Clarity ☐ Balance ☐ Suitability for diverse students	**2c. Managing Classroom Procedures** ☐ Instructional groups ☐ Transitions ☐ Materials & supplies ☐ Non-instructional duties ☐ Supervision of volunteers or paraprofessionals
1d. Demonstrating Knowledge of Resources ☐ Resources for classroom use ☐ Resources for students ☐ Resources to extend content knowledge/pedagogy	**2d. Managing Student Behavior** ☐ Expectations ☐ Monitoring behavior ☐ Response to misbehavior
1e. Designing Coherent Instruction ☐ Learning activities ☐ Instructional materials & resources ☐ Instructional groups ☐ Lesson and unit structure	**2e. Organizing Physical Space** ☐ Safety & accessibility ☐ Arrangement of furniture & resources
1f. Designing Student Assessments ☐ Congruence with instructional outcomes ☐ Criteria & standards ☐ Design of formative assessments ☐ Use for planning	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
4a. Reflecting on Teaching ☐ Accuracy ☐ Use in future teaching	**3a. Communicating with Students** ☐ Expectations for learning ☐ Directions & procedures ☐ Explanations of content ☐ Use of oral or written language
4b. Maintaining Accurate Records ☐ Student completion of assessments ☐ Student progress in learning ☐ Non-instructional records	**3b. Using Questioning and Discussion Techniques** ☐ Quality of questions ☐ Discussion techniques ☐ Student participation
4c. Communicating with Families ☐ Information about instructional program ☐ Information about individual students ☐ Engagement of families in the instructional program	**3c. Engaging Students in Learning** ☐ Activities & assignments ☐ Student groups ☐ Instructional materials & resources ☐ Structure & pacing
4d. Participating in a Professional Community ☐ Relationships with colleagues ☐ Involvement in a culture of professional inquiry ☐ Service to the school ☐ Participation in school and district policy	**3d. Using Assessment in Instruction** ☐ Assessment criteria ☐ Monitoring of student learning ☐ Student self-assessment & monitoring ☐ Feedback to students
4e. Growing and Developing Professionally ☐ Enhancement of continual knowledge and pedagogical skills ☐ Receptivity to feedback from colleagues ☐ Service to the profession	**3e. Demonstrating Flexibility and Responsiveness** ☐ Lesson adjustment ☐ Response to students ☐ Persistence
4f. Showing Professionalism ☐ Integrity & ethical conduct ☐ Service to students ☐ Advocacy ☐ Decision making ☐ Compliance with school & district regulations	

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the Middletown Educator Evaluation and Development Plan:

- Each teacher will be observed as outlined by Middletown's requirements:

    o **Formal**: Observations or reviews of practice[3] that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

    o **Informal**: Observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.

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

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

- Middletown will implement a 3 year observation cycle for tenured teachers.

- The following table summarizes Middletown's required observation model for all teachers.

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[3]Examples of non-classroom observations or reviews of practice include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

Teacher Categories	Middletown Requirements
Non-tenured Teachers	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference and additional observations as required by administration.
Below Standard and *Developing*	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference and additional observations as required by administration.
Proficient and *Exemplary (Tenured Teachers)*	One formal observation in year and 3 informal observations in years when formal observation is not completed. See example below: • Year 1: Formal observation and Review of Practice • Year 2: Informal Observation (Domain 2 and 3), and Review of Practice (Domain 1 and 4) • Year 3: Informal Observation (Domain 2 and 3), and Review of Practice (Domain 1 and 4)

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

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

- begins with an opportunity for the teacher to share his/her reflections on the lesson;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within a timely manner, typically within five business days.

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

Non-Classroom Reviews of Practice

Because the evaluation and support plan aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson Framework for Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited

to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback
The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed indicators of the Danielson Framework for Teaching;
- prioritized commendations and recommendations for development actions;
- next steps and supports to improve teacher practice; and
- a timeframe for follow up.

Teacher Performance and Practice Focus Area
As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the Danielson Framework for Teaching. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the Danielson Framework for Teaching. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular component.

Growth related to the focus areas should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring
Evaluators are not required to provide an overall rating for each observation, but they should be able to provide ratings and evidence for the Rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate components(s) on the Rubric and then make a determination about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating
Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the Middletown Educator Evaluation and Development Plan, each domain of the Danielson Framework for Teaching carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

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

Each step is illustrated below:

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

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

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

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

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

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 2:

Domain 2	Indicator Rating	Evaluator's Score
2a	*Developing*	2
2b	*Developing*	2
2c	*Proficient*	3
2d	*Exemplary*	4
2e	*Proficient*	3
Average Score		2.8

2) Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
2	2.8
3	2.6
4	3.0

3) The evaluator averages domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
2	2.8
3	2.6
4	3.0
Average Score	2.8

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

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

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of the Middletown Educator Evaluation and Development Plan[4].

The process for determining the parent feedback rating includes the following steps:
   (1)   the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
   (2)   administrators and teachers determine several school-level parent goals based on the survey feedback;
   (3)   the teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
   (4)   evaluator and teacher measure progress on growth targets; and
   (5)   evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey
Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments. Panorama Education developed sample surveys for use in the State of Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

School districts are encouraged to work closely with teachers to select the survey and interpret results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Determining School-Level Parent Goals
Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 improvement goals for the entire school.

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[4]Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this component. However, it is not included in Middletown's plan. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their evaluation and support system proposal annually.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model survey for additional questions that can be used to inspire goals.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

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

Arriving at a Parent Feedback Rating

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

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

STUDENT OUTCOMES RELATED INDICATORS

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:
- Student Growth and Development, which counts for 45%; and
- *Either* Whole-School Student Learning *or* Student Feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process grounded in **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process, as outlined within the Middletown Evaluation and Development Plan, will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1: Review Data → **SLO Phase 2:** Set goals for student learning → **SLO Phase 3:** Monitor student progress → **SLO Phase 4:** Assess student outcomes relative to goals
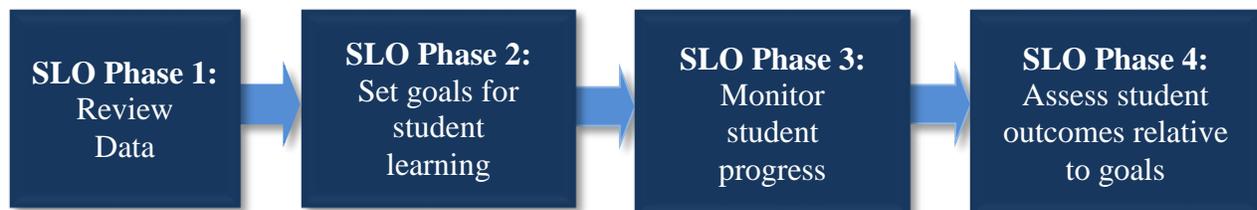
Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the Middletown Educator Evaluation and Development Plan asks teachers to set more specific and measureable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final

determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review
A teacher may use but is not limited to the following data in developing an SLO:
  a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
  b) Student scores on previous state standardized assessments
  c) Results from other standardized and non-standardized assessments
  d) Report cards from previous years
  e) Results from diagnostic assessments
  f) Artifacts from previous learning
  g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
  h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
  i) Data related to ELL students and gifted students
  j) Attendance records
  k) Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set 1 or 2 SLOs

Based on a review of district and building data, teachers will develop one or two SLOs[5] that address identified needs. A form for the development of SLOs can be found on the SEED website. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives
The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the

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[5] Connecticut's Guidelines for Educator Evaluation state that teachers will write 1-4 objectives, but under the Middletown plan, the requirement is one to two SLOs for every teacher in each academic year.

teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning – at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

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

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. All teachers will have minimally one SLO with at least two IAGDs. Each SLO must include at least two IAGDs but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with IAGDs using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their one or two SLOs with IAGDs based on non-standardized measures. Please use the following information to determine appropriate SLOs/IAGDs.

If one SLO...	If two SLOs…*(must follow scenario A, B, or C)*
Scenario for Establishing SLO a. Set one SLO and corresponding IAGD(s) based on a standardize assessment, if a standardized assessment exists **Calculating Summative Student Growth** • SLO represents 45% of final summative rating	**Scenario for Establishing SLOs** a. Set one SLO and corresponding IAGD(s) based on a state standardized assessment and one SLO and IAGD(s) based on non-standardized assessment(s) b. Set one SLO and corresponding IAGD(s) based on a standardized assessment and one SLO and IAGD(s) based on a non-standardized assessment(s) c. If no standardized assessment is available, set two SLOs and corresponding IAGD(s) based on non-standardized assessment(s) **Calculating Summative Student Growth** • Each SLO represents 22.5% of the final summative rating

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The CSDE uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

> IAGDs should be written in **SMART** goal language:
>
> **S** = Specific and Strategic
> **M** = Measurable
> **A** = Aligned and Attainable
> **R** = Results-Oriented
> **T** = Time-Bound

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same evidence for their SLOs, but it is unlikely they would have identical IAGDs. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment to measure their SLOs, but the IAGD and/or the proportion of students expected to

achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. Here are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: 1. Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better 2. Students who scored a 2-4 will score 8 or better. 3. Students who scored 5-6 will score 9 or better. 4. Students who scored 7 will score 10 or better
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	By May 30, 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) measured in the digital literacy assessment rubric.
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 15, 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark.
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	By June 1: 1. 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. 2. 40 students who score 30-49 will increase by 15 points. 3. 10 students who scored 0-29 will increase by 10 points.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:
- baseline data used to determine SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;

- assessments teacher plans to use to gauge students' progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

An SLO Development Guide is provided for districts to use in this process. The evaluator will rate the criteria identified for each element of the SLO. SLOs that holistically meet the criteria will be approved. The rating for the Indicators of Academic Growth and Development/ growth targets must meet the district expectations. If not, the element must be revised by the teacher and resubmitted to the evaluator for approval. If one or more other criteria are not met, the evaluator will provide written comments and discuss the feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten school days.

PHASE 3: Monitor Students Progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted at the time of the transfer and/or during the Mid-Year Conference with the evaluator and the teacher. In case of long- term leave, goals will be adjusted by mutual agreement between the evaluator and teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, if available, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

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

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

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

	Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	2.5

NOTE: If only one SLO was written, the final student growth and development rating is the average of the two or more IAGDs.

NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the

SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second SLO. The district will determine when state assessment data will be used as part of the teacher evaluation process as evidence to score the SLO. Middletown will not use Smarter Balanced Data for the teacher evaluation process as evidence to score the SLO(s) in 2014-2015.

However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring for details.

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

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine component four. Middletown will opt for option 2 beginning in 2015-2016 SY.

Option 1: Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI) and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Option 2: Student Feedback

Districts can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Ultimately, school districts should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.
- School governance councils shall assist in development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option 1.

Survey Instruments

To ensure that districts use effective survey instruments in the evaluation process, and to allow educators to share results across district boundaries, CSDE has adopted recommended survey instruments as part of the State Model for teacher evaluation. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use the state model surveys.

The recommended surveys then can be used to collect student feedback are available on the SEED website. Districts may use these surveys or use other existing survey instruments. Middletown will use a survey model recommended by the CSDE. The student survey instrument will be aligned to the Danielson Framework whenever possible.

Districts may choose to use different surveys for different grade levels, such as an elementary survey for students in grades 4-6 and a secondary survey for grades 6-12. Districts may also choose to use different surveys for different types of classes. For example, a district might establish a standard survey for all 6-12 classes and then add additional questions for core classes such as English and math.

The surveys selected by a district must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Districts are encouraged to use instruments that will offer teachers constructive feedback they can use to improve their practice. Districts may include feedback-only questions that are not used for evaluation purposes and districts may allow individual schools and teachers to add questions to the end of the survey, where feasible. If a school governance council exists, the council must be included in this process.

Survey Administration
Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey
If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

Establishing Goals
Teachers and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting."). However, some survey instruments group questions into components or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a component rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable /answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree," and

"Strongly Agree," performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question. Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher's fall survey shows that boys give much lower scores than girls in response to the survey question "My teacher cares about me," the teacher might set a growth goal for how the teacher's male students respond to that question.

> Student feedback goals should be written in **SMART** language:
> **S** = Specific and Strategic
> **M** = Measurable
> **A** = Aligned and Attainable
> **R** = Results-Oriented
> **T** = Time-Bound

The following are examples of effective SMART goals:
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60% by May 15, 2014.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75% by May 15, 2014.
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70% by May 15, 2014.

See the example surveys on the SEED website for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating:
In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:
1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance (see above).
3. Discuss parameters for exceeding or partially meeting goals.
4. Later in the school year, administer surveys to students.
5. Aggregate data and determine whether the goal was achieved.
6. Assign a summative rating, using the following scale to be discussed and finalized during the End-of-Year Conference.

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Option 3: Whole-School Student Learning Indicators or Student Feedback
As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

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

Summative Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.
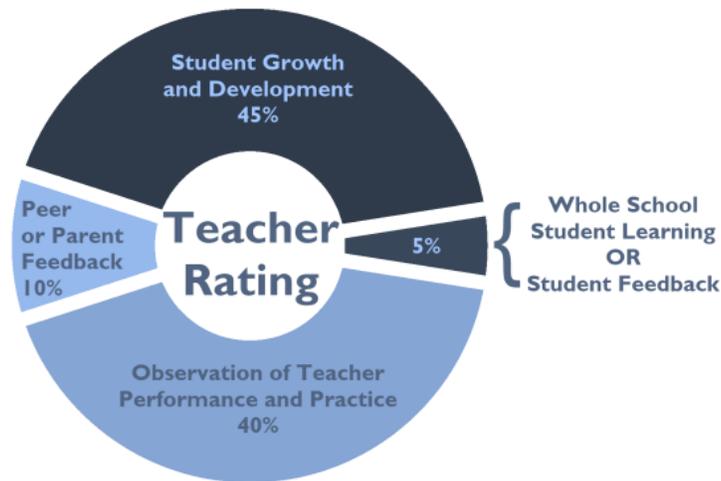
Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).
3) Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

   The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the

component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**142**

Rating Table

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

2) Calculate a <u>Student Outcomes Related Indicators rating</u> by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			172.5 → **173**

Rating Table

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

3) Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	**3**	**2**	**1**
Student Outcomes Related Indicators Rating	**4**	**Rate Exemplary**	**Rate Exemplary**	**Rate Proficient**	***Gather further information***
	3	**Rate Exemplary**	**Rate Proficient**	**Rate Proficient**	**Rate Developing**
	2	**Rate Proficient**	**Rate Proficient**	**Rate Developing**	**Rate Developing**
	1	***Gather further information***	**Rate Developing**	**Rate Developing**	**Rate Below Standard**

Adjustment of Summative Rating
Summative ratings must be provided for all teachers by June 30 of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the

data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

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

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

Dispute-Resolution Process

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

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 13-245, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.

2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

    a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:

        i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.

        ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.

        iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).

        iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

    b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator

Support Specialists, districts may permit local development of short feedback mechanisms for

students, parents and peers specific to particular roles or projects for which the Student and

Educator Support Specialists are responsible.

MIDDLETOWN'S ADMINISTRATOR EVALUATION AND PROFESSIONAL GROWTH PLAN

2015-2016

INSTRUCTIONAL LEADERSHIP

INQUIRY CYCLE

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

Middletown Public Schools Representatives:

Patricia Charles, Superintendent, Enza Macri, Associate Superintendent, Amy Clarke, Supervisor of Special Education, and Silvia Mayo Molina, Keigwin Middle School Principal

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INTRODUCTION

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

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

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

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

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

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

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

The Middletown Administrator Development and Support Plan 2014 – 2015 using the **Instructional Leadership Inquiry Cycle** outlines our model for the evaluation of school and school district administrators. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes as well as the growth of Proficient administrators.

These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice as defined by the Common Core of Leading;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects[6] when available;
- Meeting and making progress on 2 Student Learning Objectives aligned to school and district priorities; and
- Having more than $60^{\%}$ of teachers proficient on the student growth portion of their evaluation.

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

This model for administrator evaluation has several benefits for participants and for the broader community. Through the implementation of the Instructional Leadership Inquiry Cycle, the model provides a structure for the ongoing development of administrators and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to consistently improve practice. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that administrators play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples

focus on principals. However, where there are design differences for assistant administrators and central office administrators, the differences are noted.

SYSTEM OVERVIEW

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

   a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

   b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

   a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools (when available) and (b) performance and growth on locally-determined measures.

   b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

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

Process and Timeline

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

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice

and giving feedback;

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps; and,

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

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

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

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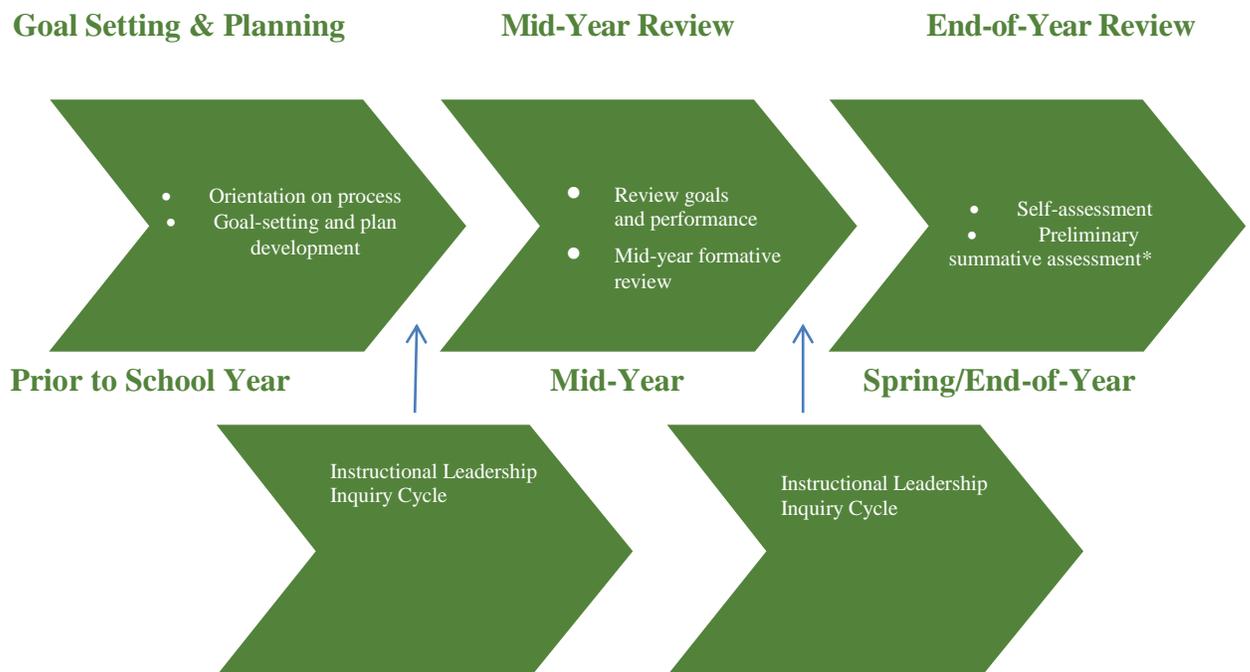
Annual Evaluation Cycle

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

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

As each Instructional Leadership Inquiry Cycle begins, the administrator and evaluator will revisit the goals developed at the goal-setting conference to mutually determine whether to continue with the same goals during the next Instructional Leadership Inquiry Cycle or to mutually agree on modifications.
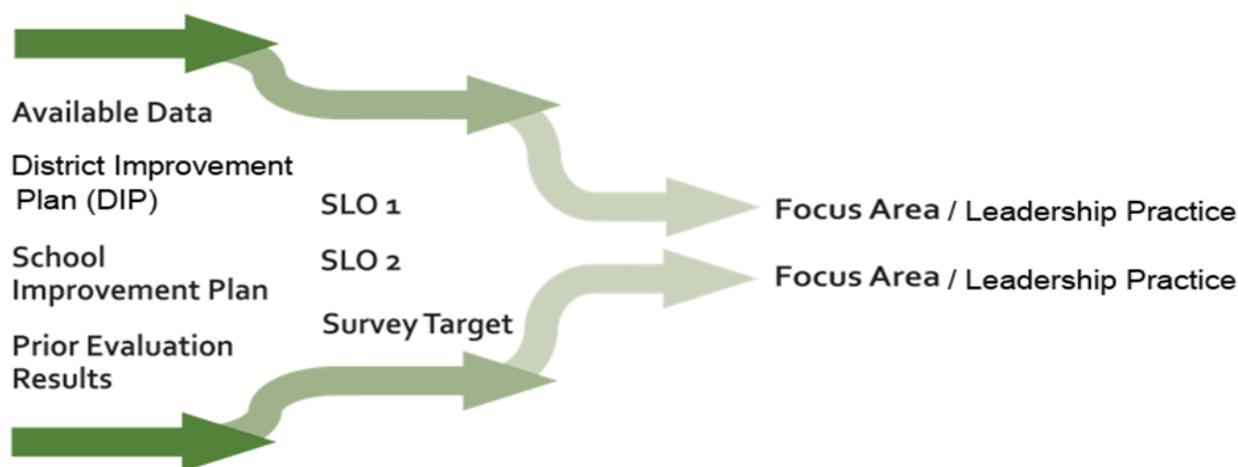
Implementation and Evidence Collection Plan
Throughout the course of the year, the administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review through the Instructional Leadership Inquiry Cycle.
1. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school or the profession, or who have received rating of developing or below standard.
2. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

Instructional Leadership Inquiry Cycle (minimum of one cycle)

Mid-Year Formative Review

The superintendent or designee and administrator hold a mid-year formative conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. This step in the process will take place at mid-point of the school year and the end of each Instructional Leadership Inquiry Cycle.

Instructional Leadership Inquiry Cycle (minimum of one cycle)

End-of-Year Summative Review

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

Instructional Leadership Inquiry Cycle

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

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

Processes:
- Analyze evidence of student learning to identify student learning problems, and develop at least two Student Learning Outcomes (SLOs).
- Analyze evidence of instruction to identify a contributing teaching problem of practice.
- Analyze stakeholder feedback to identify performance targets
- Develop School Continuous Improvement Plan

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

PHASE II: DETERMINE AN AREA OF FOCUS

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

Processes:
- Administrator self-evaluates using the **Administrator Leadership Practice Rubric**
- Analyze administrator self-assessment and other collected evidence.
- Determine an area of focus for the administrator inquiry cycle.
- Determine targets to demonstrate evidence of success.
- Once SLO's and focus area has been determined, administrator will fill out on district goal form.
- Create an evaluation and support learning plan for administrator implementation and administrator supervisor support.

CEL and district Tools:

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

PHASE III. IMPLEMENT AND SUPPORT

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

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

CEL and district Tools:

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

PHASE IV. ANALYZE IMPACT

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

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

CEL and district Tools:
- Appendix F – Phase IV: Analyze Impact

Timeline

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

The minimum number of cycles that would be completed in a school year should be a minimum of two with one completed in the first half of the year and become a focus for the mid-year conference and the second completed by the end of the school year. The following timeline gives an example of how the Instructional Leadership Inquiry Cycle(s) and the State requirements for administrator evaluation would consistently work together. This timeline assumes that two cycles would be completed in a school year.

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

	determine student learning problem and contributing teaching or leadership problem of practice (Instructional Leadership Inquiry Cycle: Phase 1)	previous years' summative evaluation Documents: • *Appendix A* • *Appendix G*	Needs Assessment based on Leadership Standards	supervisor	problem of practice
July/Aug	Instructional Leadership Inquiry Cycle 1: Phase 2 Determine a administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice	District/School Tools: Leadership Rubric Needs Assessment based on Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc., conversation Documents: • *Appendix B* • *Appendix C* • *Appendix D* • *District goal form*	Guided Reflective Discussion on leadership strategies	Administrator and Supervisor	Identification of Focus Area within Cycle 1
Sept - Jan	Instructional Leadership Inquiry Cycle 1: Phase 3 Implementation and Support (Phase 3 Planning Learning	Document: • *Appendix E* • *Inquiry log*	Meet with others with like area focus Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual	Administrator, Colleagues, Administrator Supervisor	Learning Plan with Identified Sessions and accompanying log Reflection

	Sessions)		administrator needs)		
Jan/Feb	Instructional Leadership Inquiry Cycle 1: Phase 4 Analyze Impact	Documents: • *Appendix F* • *District End of Cycle form*	Processes and Protocols to analyze impact (look at inquiry tools on Denver website)	Administrator, Colleagues, Administrator Supervisor,	Evidence of Impact (used to speak to Leadership Practice)
Jan/Feb	Mid-Year Formative Conference (could take place at mid-cycle during each of the Instructional Leadership Instructional Leadership Inquiry Cycles	Mid-Year Conference Guide Instructional Leadership Inquiry Cycle 1 Observations of Practice Current Reality and Evidence of success	Identify need for new or continued focus for Instructional Leadership Inquiry Cycle	Administrator, Supervisor	Evidence Based Reflections on Cycle 1 and Intent for Cycle 2
Feb	Instructional Leadership Inquiry Cycle 2: Phase 1 Assess Evidence to determine student learning problem and contributing teaching or leadership problem of practice (Instructional Leadership Inquiry Cycle: Phase 1)	District/School Tools: District and School Continuous Improvement Plan, SLOs* Documents: • *Appendix A* • *Appendix G*	Exercise in taking the SLO deeper to learn about the specific student learning needs Self-Assessment against Rubric	Administrators in conjunction with school improvement teams, colleagues, and admin supervisor	Identification of student learning problem and contributing teaching or leadership problem of practice
Feb	Instructional Leadership Inquiry Cycle 2: Phase 2 Determine a	District/School Tools: Leadership Rubric Self-Assessment against	Guided Reflective Discussion	Administrator and Administrator Supervisor	Identification of Focus Area within Cycle 2

	administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice	Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc. Documents: • *Appendix B* • *Appendix C* • Appendix d • District goal form			
Feb-June	Instructional Leadership Inquiry Cycle 2: Phase 3 Implementatio n and Support (Phase 3 Planning Learning Sessions)	Document: • *Appendix E* • *Inquiry log*	Meet with others with like area focus Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual administrator needs)	Administrator, Colleagues, Administrator Supervisor	Learning Plan with Identified Sessions Reflection
Feb-June	Instructional Leadership Inquiry Cycle 2: Phase 4 Analyze Impact	Documents: • *Appendix F* • *District end-of-cycle form*	Processes and Protocols to analyze impact (look at inquiry tools on Denver website)	Administrator, Colleagues, Administrator Supervisor,	Evidence of Impact (used to speak to Leadership Practice)
June/Jul y	Summative Phase Year End Conference	Year End Conference Guide Instructional Leadership Inquiry Cycle 1 and 2 Data on SLOs Observations of Practice Summative Self-Assessment and analysis of	Review SLOs – identify possible areas for focus in the upcoming year Review Leadership Practice Analyze growth on Stakeholder Feedback Goal Analyze Teacher Effectiveness on SLOs	Administrator, Supervisor	Evidence Based Reflections on Cycle 1 and Cycle 2

		evidence	and related Teacher Performance and Practice		

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

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

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

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

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Conduct effective observations;
- Collect, sort and analyze evidence across a continuum of performance;
- Provide high quality feedback and
- Determine a final summative rating across multiple indicators.

Points for District Consideration:

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

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

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

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

- If stakeholder survey results are not yet available, then the observation of practice rating should count for $50^{\%}$ of the preliminary rating.

- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for $50^{\%}$ of the preliminary rating.

- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.

- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

SUPPORT AND DEVELOPMENT

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

Evaluation-Informed Professional Learning

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

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

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in

CAREER DEVELOPMENT AND GROWTH

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

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

LEADERSHIP PRACTICE RELATED INDICATORS

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

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

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

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

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation.

To support the process described in this Instructional Leadership Inquiry Cycle document, a revised rubric has

been developed. This rubric, entitled **Administrator Professional Practice Rubric** is based upon the CCL and contains the same 6 Performance Expectations. The rubric is written at the Element level and contains a number of new and expanded items drawn from several sources to clearly define the growth process as envisioned in the Instructional Leadership Inquiry Cycle process. Both the CCL and the **Administrator Professional Practice Rubric** define effective administrative practice through six performance expectations.

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

2. **Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

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

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

5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.

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

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

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

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

▪*Exemplary***:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and

stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

- ▪*Proficient***:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. Leadership practice at the proficient level results in effective teacher practice and improved student learning outcomes contingent upon the skillset of the leader.
- ▪*Developing***:** The Developing Level focuses on leaders with a general knowledge of leader- ship practices but most of those practices do not necessarily lead to positive results.
- ▪*Below Standard***:** The Below Standard Level focuses on a limited understanding of leader- ship practices and general inaction on the part of the leader..

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

Arriving at a Leadership Practice Summative Rating Component #1: Observation of Leadership Practice (40%)

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

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators will conduct at least two school site observations through the Instructional Leadership Inquiry Cycle for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of** *developing* **or** *below standard.*

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

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

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)

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

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

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:
All family members, all teachers and staff members, all students

Assistant Principals and other school-based administrators:
All or a subset of family members, all or a subset of teachers and staff members, all or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff
(e.g., Assistant/Regional Superintendents):
Administrators or administrator supervisors, other direct reports, relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:
Administrators, specific subsets of teachers, other specialists within the district, relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles
Administrators, specific subsets of teachers, other specialists within the district

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures,

using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

▪Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.

▪Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.

3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

4. Later in the school year, administer surveys to relevant stakeholders.

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

6. Assign a rating, using this scale:

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

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

Student Outcomes Related Indicators

Includes two components:

▪Student Learning, which counts for 45%; and

▪Teacher Effectiveness Outcomes, which counts for 5%

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools (when available) and (b) performance and growth on locally-determined measures. Each of these measures has a weight of 22.5% and together account for 45% of the administrator's evaluation.

State Measures of Academic Learning

(Not available in 2014 – 2015)

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

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

1. **School Performance Index (SPI) progress –** changes from baseline in student achievement on Connecticut's standardized assessments.

   PLEASE NOTE: SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.

2. **SPI progress for student subgroups –** changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

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

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

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

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

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		

SPI<88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

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

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

SPI Progress	*$100^{\%}$ minus subgroup $^{\%}$*
SPI Subgroup Progress[*]	$10^{\%}$ per subgroup; up to $50^{\%}$

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

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

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

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

Locally-Determined Measures (Student Learning Objectives)

Administrators establish two Student Learning Objectives (SLOs) on measures they select. These SLOs are consistent with the **Instructional Leadership Inquiry Process** described above. In selecting measures, certain parameters apply:

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

▪At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

▪For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for administrator evaluation.

▪For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan

	SLO 1	SLO 2
Elementary or Middle School Administrator	Non-tested subjects or grades	Broad discretion

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

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

▪Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

▪Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

▪Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

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

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

▪The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

▪The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.

▪The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs

for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

▪The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

- The objectives are adequately ambitious.
- There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

▪The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Transfers and Adjustments of Goals/SLOs:

▪ If an administrator's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted at the time of the transfer and/or during the Mid-Year Conference with the evaluator and the administrator. In case of long-term leave, goals will be adjusted by mutual agreement between the evaluator and administrator.

Arriving at Student Learning Summative Rating

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives (SLOs) – make up 5% of an administrator's evaluation.

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

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

Exemplary	Proficient	Developing	Below Standard
$> 80\%$ of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation	$> 60\%$ of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation	$> 40\%$ of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation	$< 40\%$ of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation

▪ Central Office Administrators will be responsible for the teachers under their assigned role.

▪ All other administrators will be responsible for the teachers they directly evaluate.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Summative Scoring:

Every educator will receive one of four performance ratings:

*Exemplary***:** Substantially exceeding indicators of performance

*Proficient***:** Meeting indicators of performance

*Developing***:** Meeting some indicators of performance but not others

*Below standard***:** Not meeting indicators of performance

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

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

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

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:
- Determining a Leader Practice Rating;
- Determining an Student Outcomes Rating; and

- Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated in the example below:
PRACTICE: Leadership Practice (40%)
        + Stakeholder Feedback (10%) = 50%

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

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30

TOTAL LEADER PRACTICE-RELATED POINTS   **110**

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

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

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

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

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

OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

Dispute-Resolution Process

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

APPENDICES

Administrator Professional Practice Rubric

Instructional Leadership Inquiry Cycle Tool: Phase I

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

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

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

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

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

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

Instructional Leadership Inquiry Cycle Tool: Phase II

PHASE II: DETERMINE AN AREA OF FOCUS
During this phase, the administrator and supervisor analyze evidence of administrator performance and identify administrator instructional leadership area of focus.

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

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

- What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?

- What current leadership practices support teaching practice and student learning in the identified area of need?

- What current leadership practices hinder student learning in the identified area of need?

- Of these concerns, what is the specific problem of leadership practice to be addressed?

- Why this one over others?

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

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

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

Step 3: Determine evidence of success.

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

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

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

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

Date: _____

Appendix C
Supporting Phase II: Step I Conversation Guide

Administrator Area of Focus Architecture

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

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

Identify / confirm area of Focus.	Administrator and supervisor determine an area of focus that will provide the opportunity for teachers to grow and for students to demonstrate success.	Based on our sharing of evidence, what do you think we should focus on for this cycle and why? What about working on:_____ would help your teachers with:_____? Your students with:_____? Do you see any obstacles in your practice that might keep you from being successful in this area? So for this cycle we are going to work on _____.
Create examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the supervisor and administrator can ground the area of focus in a research-based vision of effective instructional leadership.	What would _____ look like by the end of this cycle in your practice? What will teachers be doing and saying as a result of your learning in this cycle? What will students be doing and saying as a result of your learning in this cycle?
Determine changes in instruction.	By describing concrete instructional leadership changes, administrator will be able to set specific and achievable goals.	What will change in your instructional leadership practice? Why do you think that change will improve your teacher practice and student learning?
Determine steps of implementation and support for the administrator.	Supervisor and administrator identify a series of action steps to develop the instructional practice identified in the goals.	What do you need to learn in order to implement these shifts in practice? How will you learn about implementing these shifts in practice? Based on what you are saying, here are some possibilities…
Determine steps of implementation and support by the supervisor.	Administrator and supervisor identify specific steps the: • Supervisor will take to support the administrator's learning.	What do you need the administrator supervisor to do to support your learning? I can support this learning by

	• Administrator will take.	_____.
Schedule first learning session.	Supervisor and administrator agree to when the formative feedback observations will take place.	Thinking about the steps you will take to learn _____, when does it make sense for me to come and collect observation data?

Appendix D
Supporting Phase II: Step 2 Theory of Action

What this tool will help you do.

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

Theory of Action: A First Pass

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

TEACHING / LEARNING / ACCOUNTABILITY

Start with your students !

4 What is the central office doing (or not doing) that is affecting our principals' ability to lead for instruction? How are we helping or hindering them as instructional leaders?

What needs to change?

3 How is principals' practice affecting our teachers' instruction? What are principals doing (or not doing) as instructional leaders that's helping or hindering teachers' instructional performance?

What needs to change?

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

What needs to change?

1 What's going on with our students' learning?

What needs to change?

THEORY OF ACTION STORY (constantly being tested, revised, and refined):

"IF the central office does X ➤ then principals will be able to do Y ➤ which will help teachers do Z ➤ which will help all students learn at higher levels."

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

Working Through the Prompts: Evidence and Rationale

1. STUDENT LEARNING
What's going on with our students' learning?

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

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

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

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

Working Through the Prompts: Evidence and Rationale

2. TEACHING PRACTICE

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

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

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

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

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

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

Working Through the Prompts: Evidence and Rationale

3. ADMINISTRATORS
How is administrator practice affecting our teachers' instruction? What is the administrator doing (or not doing) as an instructional leader that's helping or hindering teachers' instructional performance?

A. DESCRIPTION/ANECDOTE:
After looking at administrator self-assessments and other evidence gathered, what are specific areas for growth and improvement?

B. EVIDENCE/DATA:
What evidence do we have (or could collect) that could help you understand the area for growth?

C. Given the issues we've identified in teacher performance, what aspects of administrator leadership do we need to change? What is the administrator problem of practice?

D. Why are we prioritizing these particular practices?

E. What specifically does the administrator need to do differently? What is the administrator's area of focus?

F. What makes us think that administrators changing their practice in these ways will improve teacher performance?

G. What supports and/or system changes will the administrator need to make these changes successfully? What resources will be required?

Theory of Action 3: Putting It All Together

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

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

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

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

1. How will we fill in any current gaps in our evidence or research base as we look at our theory of action?

2. How will we *use* our theory of action? Which audiences do we need to need to engage in dialogue with about our theory of action and why?

3. What are the most important things that we need to convey to these audiences about our theory of action and the need for change? In what ways do we need their support?

4. What process will we follow to regularly revisit and update our theory of action, either formally or informally, as our work moves forward over the coming months and years?

Instructional Leadership Inquiry Cycle Tool: Phase III

PHASE III: CREATING A LEARNING PLAN
During this phase, the administrator and supervisor create a learning plan based on the administrator's problem of practice related to the SLO.

Step 1: Co-create a learning plan for administrator implementation and supervisor support.
Thinking about the area of focus and theory of action, co-create a learning plan for administrator implementation and supervisor support that outlines the possible actions to support administrator instructional leadership.

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

Step 2: Implement the Learning Plan

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

Step 2a: Use pre-planning prompts to plan each learning session.
This section is designed to guide the pre-planning process for an individual learning session. Respond to the following questions and incorporate responses into the planning process. You will repeat this process for each learning session that makes up the learning plan.

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

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

Date:

Duration:

Location:

Content	Process	Time and Materials
Opening ● What is the purpose of the session? What do we want to learn? ● How will I introduce the purpose for the visit? ● How will I communicate the through-line from improved administrator practice to improved teacher practice and student learning — the theory of action for our work together? ● How will I communicate a "can-do" attitude along with urgency? ● How will I communicate my commitment to being a co-learner in the process?	Frame the context for the conversation. Restate the administrator's area of focus and outcomes for this visit.	
Review agreed-upon actions from the last visit ● How will I bring forward agreed-upon actions? ● How will I address the current status of these actions?		
Review evidence of success ● How will I bring back the evidence of success for this cycle? ● How will we note any progress to date? ● How will we collect evidence of progress during this visit?		

Engage in the planned activity for the learning session ● What do I anticipate the administrator will struggle with? How will I mitigate this struggle? ● What will I do to foster time for the administrator to think, engage, and ask questions during the learning activity? ● What questions, statements, and actions will I use to elicit and assess administrator understanding? ● How will I continually gather evidence of administrator practice?		
Closing ● How will the administrator summarize the outcomes for the session? ● How will I plan for reflection on the success of the visit? ● How will I collect these reflections? ● How will I use the reflections to inform the administrator's next steps? ● What other artifacts will I collect to inform administrator planning?	Review or revise the actions planned for the next visit.	

Step 2c: Reflect after each learning session and revise the learning plan if necessary.
The administrator and supervisor respond to the following questions to summarize each learning session. After reflection, both the administrator and supervisor keep a copy to use as a running record of administrator progress over time.

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

Instructional Leadership Inquiry Cycle Tool: Phase IV

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

Step 1: Analyze student and teacher evidence.
The administrator reflects the following questions:
- What has changed with student learning since the beginning of this cycle?
- What has changed with teaching practice since the beginning of this cycle?

Step 2: Analyze administrator leadership practice evidence.
The administrator reflects on the following question:
- What has changed with the instructional leadership practice since the beginning of this cycle?

Step 3: Prepare written analysis for reflection and feedback.
Using the Analyze Impact Protocol below in step 4, the administrator prepares in writing and presents to colleagues and/or supervisor:

- The specific administrator area of focus and theory of action for the inquiry cycle.

- The learning activities the administrator engaged in with the supervisor.

- The evidence collected to respond to the following questions.
    - To what extent did student learning improve in the identified area of need? What might have caused this?
    - To what extent did teaching practice improve in the identified teaching problem of practice? What might have caused this?
    - To what extent did the administrator practice improve in the identified area of focus? What might have caused this?

- What promising leadership practices emerged that the administrator should continue? What practices should be under consideration for elimination or minimizing?

- What ideas have arisen for future Instructional Leadership Inquiry Cycles?

- Frame a focus question that intrigued you during this cycle that the supervisor and/or colleagues can provide feedback on.

<u>**Step 4: Present cycle to supervisor and/or colleagues.**</u>
The presentation of the administrator's cycle is designed to share the results of engaging in the cycle. The presentation format allows for the administrator to hear and reflect on the feedback presented into order to make adjustments to future cycles.

Analyze Impact Protocol
Time: Approximately 50 minutes
Roles:
- o Presenter (whose cycle is being discussed by the group)
- o Facilitator (who sometimes participates, depending on the size of the group)

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

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

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

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

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

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

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

<u>**Step 5: Determine whether to continue with the same area of focus and inquiry cycle or adjust accordingly.**</u>
The administrator and supervisor set a date to develop the next inquiry cycle.

The School Leader Self-Assessment (SLSA) has been designed to help you develop a personal profile of your school leadership capacities[6] based on the 2012 *Common Core of Leading- Connecticut School Leadership Standards (CCL-CSLS)*. Additional information about the CCL-CSLS may be found at: http//www.sde/cwp/view.asp?a=2641&Q=333900

The School Leadership Self-Assessment (SLSA) is organized into six Performance Expectations:
PE 1- Vision, Mission and Goals
PE 2- Teaching and Learning
PE 3- Organizational Systems and Safety
PE 4- Families and Stakeholders
PE 5- Ethics and Integrity
PE 6- The Education System

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

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

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

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

Completing the SLSA
The SLSA is intended for your personal use so you should try to be as candid as possible. Although you are not expected to demonstrate all actions in a year, ***try not to skip any indicators***. This will permit you to

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produce a comprehensive profile of your capacity based on the **Common Core of Leading - Connecticut School Leadership Standards**.

SCHOOL LEADERSHIP SELF ASSESSMENT

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below
Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff. **To what extent do I**					
1. Use varied sources of information and analyze data about current practices and outcomes to shape a vision, mission, and goals.					
2. Align the vision, mission, and goals of the school to district, state, and federal policies.					
3. --- Incorporate diverse perspectives and collaborate with all stakeholders[3] to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.					
Element B. Shared Commitments to Implement and Sustain the Vision, Mission, and Goals Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders. **To what extent do I**					
1. Develop shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.					
2. Align actions and communicate the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently					
3. Advocate for and act on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students					
Element C: Continuous Improvement toward the Vision, Mission, and Goals Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals **To what extent do I**					
1. Use data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.					
2. Use data, research, and best practice to shape programs and activities and regularly assesses their effects.					
3. Analyze data and collaborate with stakeholders in planning and carrying out changes in programs and activities..					
4. Identify and address barriers to achieving the vision, mission, and goals.					
5. Seek and align resources to achieve the vision, mission, and goals.					

Notes/Comments:

Performance Level	Description
Below Standard	Indicator was **insufficiently** demonstrated to address school needs

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

Beginning	Indicator was **partially** demonstrated but not at the expected level			
Proficient	Indicator was **proficiently** demonstrated at the expected level			
Exemplary	Indicator was demonstrated at an **exemplary** level exceeding expectations			
Not Applicable	**Not applicable** to my specific role or responsibility			

PERFORMANCE EXPECTATION 2: Teaching and Learning
Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below
Element A: Strong Professional Culture Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies. **To what extent do I**					
1. Develop shared understanding and commitment to close achievement gaps[4] so that all students achieve at their highest levels.					
2. Support and evaluate professional development to broaden faculty[5] teaching skills to meet the needs of all students.					
3. Seek opportunities for personal and professional growth through continuous inquiry.					
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.					
5. Provide support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities					
6. Provide timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.					
Element B: Curriculum and Instruction Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards. .**To what extent do I**					
1. Develop a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.					
2. Ensure the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.					
3. --- Use evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.					
4. --- Develop collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.					
5. --- Provide faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls					
6. Assist faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.					
Element C: Assessment and Accountability Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps. **To what extent do I**					
1. Use district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.					
2. Develop and use multiple sources of information[7] to evaluate and improve the quality of teaching and learning.					
3. Implement district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.					
4. -- Interpret data and communicate progress toward the vision, mission, and goals for faculty and all other stakeholders.					
Notes/Comments:					

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below
Element A: Welfare and Safety of Students, Faculty and Staff					
Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff. **To what extent do I**					
1. Develop, implement and evaluate a comprehensive safety and security plan in collaboration with the district, community and public safety responders..					
2. Advocate for, create and support collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.					
3. Involve families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning..					
Element B: Operational Systems					
Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning. **To what extent do I**					
1. Use problem-solving skills and knowledge of operational planning to continuously improve the operational system..					
2. Ensure a safe physical plant according to local, state and federal guidelines and legal requirements for safety.					
3. Facilitate the development of communication and data systems that assures the accurate and timely exchange of information to inform practice..					
4. Evaluate and revise processes to continuously improve the operational system..					
5. --- Oversee acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.					
Element C: Fiscal and Human Resources					
Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning. **To what extent do I**					
1. Develop and operate a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.					
2. Seek, secure and align resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.					
3. Implement practices to recruit, support, and retain highly qualified staff.					
4. --- Conduct staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.					

Notes/Comments:

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders *Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.*	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below
Element A: Welfare and Safety of Students, Faculty and Staff Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff. **To what extent do I**					
1. Coordinate the resources of schools, family members, and the community to improve student achievement.					
2. Welcome and engage families in decision making to support their children's education.					
3. Use a variety of strategies to engage in open communication with staff, families and community members.					
Element B: Community Interests and Needs Leaders respond and contribute to community interests and needs to provide high quality education for students and their families. **To what extent do I**					
1. Demonstrate the ability to understand, communicate with, and interact effectively with people.					
2. Use assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.					
3. Capitalize on the diversity of the community as an asset to strengthen education.					
4. Collaborate with community programs serving students with diverse needs.					
5. Involve all stakeholders, including those with competing or conflicting educational perspectives.					
Element C: Community Resources Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families. **To what extent do I**					
1. Collaborate with community agencies for health, social, and other services that provide essential resources and services to children and families.					
2. Develop mutually beneficial relationships with community organizations and agencies to share school and community resources.					
3. --- Apply resources and funds to support the educational needs of all children and families.					

Notes/Comments:

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity *Education leaders ensure the success and well-being of all students and staff by modeling ethical behavior and integrity.*	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below
Element A: Welfare and Safety of Students, Faculty and Staff Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff. **To what extent do I**					
1. Exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators*.					
2. Model personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.					
3. Use professional influence and authority to foster and sustain educational equity and social justice for all students and staff.					
4. Protect the rights of students, families and staff and maintains confidentiality.					
Element B: Personal Values and Beliefs Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning. **To what extent do I**					
1. Demonstrate respect for the inherent dignity and worth of each individual.					
2. Model respect for diversity and equitable practices for all stakeholders.					
3. Advocate for and act on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.					
4. Overcome challenges and lead others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment..					
Element C: High Standards for Self and Others Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning. **To what extent do I**					
1. Model, reflect on, and build capacity for lifelong learning through an increased understanding of research and best practices.					
2. Support on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.					
3. --- Allocate resources equitably to sustain a high level of organizational performance.					
4. Promote understanding of the legal, social and ethical use of technology among all members of the school community.					
5 --- Inspire and instill trust, mutual respect and honest communication to achieve optimal levels of performance and student success.					
6. --- Model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.					

Notes/Comments:

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

PERFORMANCE EXPECTATION 6: The Education System *Education leaders ensure the success and achievement of all students and advocate for their student, faculty, and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.*	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below
Element A: Professional Influence Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families. **To what extent do I**					
1. Promote public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.					
2. Develop and maintain relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.					
3. Advocate for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.					
Element B: The Educational Policy Environment Leaders uphold and contribute to policies and political support for excellence and equity in education. **To what extent do I**					
1. Collect and accurately communicate data about educational performance in a clear and timely way..					
2. Communicate with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.					
3. Uphold federal, state, and local laws, and influence policies and regulations in support of education.					
Element C: Policy Engagement Leaders engage policymakers to inform and improve education policy. **To what extent do I**					
1. Advocate for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.					
2. Promote public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.					
3. -- Collaborate with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.					

Notes/Comments:

Q & As:

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

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

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

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

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

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

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

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

Appendix 1

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

Section 2.9: Flexibility Components

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

a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

b. One half (or $22.5^{\%}$) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half ($22.5^{\%}$) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre- existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal

observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

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

Section 2.10: Data Management Protocols

a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:

   1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;

   2. Streamline educator evaluation data collection and reporting by teachers and administrators;

   3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits man- dated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

   4. Prohibit the sharing or transference of individual teacher data from one district to an- other or to any other entity without the teacher or administrator's consent, as prohibited by law;

   5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;

   6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

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

May 7, 2014

Dispute-Resolution Process

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

Rating System

4-Level Matrix Rating System

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

  (a) The performance levels shall be defined as follows:
   - Exemplary – Substantially exceeding indicators of performance
   - Proficient – Meeting indicators of performance
   - Developing – Meeting some indicators of performance but not others
   - Below standard – Not meeting indicators of performance

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

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

45% Student Growth Component

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

    a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

    b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

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

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

b. A minimum of one non-standardized indicator.

Performance Expectation 1: Vision, Mission and Goals:

Education leader ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff[2] and high expectations for student performance.

The Leader…

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
1.1: **High Expectations for All** Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.	In addition to the characteristics of Proficient Practice: • Creates a sense of co-accountability and shared responsibility with staff, parents, and community members for the achievement of goals. • Co-creates a shared vision of high expectations with multiple stakeholders beyond staff and students • Co-creates a cohesive SIP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization • Builds staff capacity to collaboratively maintain and implement a shared vision, mission, and goals articulating high expectations for high student achievement, including college and career readiness, for all students	• Involves staff and students in developing, maintaining, and implementing a shared vision, mission and goals, which articulate high expectations, including college and career readiness, for all students. • Schools'/Departments' vision, mission and goals are grounded in the values, vision, and mission of the school district and represent urgency to engage in the work of the school/department. • Involves others in creating a cohesive SIP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization	• Gives staff limited input into the development and maintenance of the vision, mission and goals, and the development of the vision mission and goals reflect mediocre or low expectations. • Minimally aligns schools'/departments' vision, mission and goals to the values, vision and mission of the school district. • Gives staff limited input into the development of the SIP; the SIP lacks coherence and is not fully aligned to the district improvement plan and does not fully use best practices of instruction and organization	• Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff have high academic expectations. • Schools'/Departments' vision, mission and goals are not aligned to the values, vision and mission of the school district. • Does not develop the SIP or creates in isolation the SIP, which lacks coherence and is not aligned to the district improvement plan and does not use best practices of instruction and organization

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
1.2: **Shared Commitments to Implement and Sustain the Vision, Mission and Goals** Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.	In addition to the characteristics of Proficient Practice: • Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions • Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations	• Engages broad stakeholder input into the implementation of the school's School Improvement Plan (SIP) aligned to the vision, mission and goals • Uses the SIP in conjunction with the school's vision, mission and goals to guide decisions	• Does not overtly support implementation of the SIP • Uses the SIP inconsistently in making decisions	• Implements a SIP with little or no stakeholder involvement, but does not support implementation of the SIP • Does not use the SIP or vision, mission and goals in decision making
1.3: **Continuous Improvement toward the Vision, Mission and Goals** Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.	In addition to characteristics of Proficient Practice: • Collaborates with multiple stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, specifically addressing areas for improvement at the school, classroom and student levels.	• In monitoring the implementation of the SIP, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals • Aligns resources to address the gaps between the current outcomes and goals toward continuous improvement	• Uses and analyzes minimal data sources to identify student needs and assess program implementations • Loosely aligns resources to the SIP	• Demonstrates little awareness of data related to monitoring the implementation of the vision, mission and goals, and demonstrates little to no rationale for resources connected to vision, mission and goals

Performance Expectation 2: Teaching and Learning

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

The Leader…

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice

2.1: **Strong Professional Learning Culture** Leaders develop a strong professional culture, which leads to quality instruction focused on student learning and the strengthening of professional competencies.	In addition to Proficient: - Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts. - Leads a collaborative effort to build a culture of continuous personal and professional growth of each member. - Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning - Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students - Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. - Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities	- Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. - Develops a culture of collaboration and models and fosters personal and professional growth among staff. - Provides timely, accurate, specific and ongoing feedback to improve teaching and learning. - Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building - Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. - Ensures that sufficient time is set aside for collaborative professional learning and development by teachers	- Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it - Demonstrates commitment to collaboration and models professional growth - Provides feedback to staff inconsistently - May have teachers collaborate outside the classroom but teachers may not have opportunities to share practice with one another - May create structures for teacher collaboration but does not set expectations for the intentionality of those collaborative sessions	- Demonstrates little or no awareness of ways to address the achievement gap and focuses improvement efforts on some-but not all-students. - Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges - Provides little feedback to staff and inconsistent monitoring - Rarely encourages sharing of best practice and instructional ideas

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice

2.2: **Curriculum and Instruction** Leaders understand, implement and evaluate their district's standards based curriculum and ensure alignment of the curriculum with the Connecticut Core and national standards; they also build the capacity of their staff to engage in this process. Leaders ensure that high expectations are set for all students, and that all students have the opportunity to learn the critical content of the curriculum	In addition to Proficient: • Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceeds state and national standards • Monitors and evaluates the alignment of all instructional processes • Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students • Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls • Establishes structures and supports to sustain a continued focus on developing the	• Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress • Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. • Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students. • Provides faculty and students with access to instructional resources, training and technical support • Assists faculty and students to continually develop the knowledge,	• Demonstrates emerging understanding and facility with state and national standards • Promotes instruction and assessment methods that are somewhat-but not completely-aligned to standards • Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs • Provides some support and resources to promote and extend learning beyond the classroom • Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens	• Demonstrates little awareness of how to align curriculum standards, instruction and assessments • Demonstrates little awareness of how to align curriculum standards, instruction and assessments • Provides little leadership and support for collaborative teams • Provides little resources, training or technical support to teachers and students • Provides limited support or development for staff or students around global skills or dispositions and little focus on skills beyond academic standards

	knowledge, skills and dispositions required of global citizens	skills and dispositions to live and succeed as global citizens		

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
2.3: **Assessment and Accountability** Supports the system for providing data driven professional learning and sharing of effective practice Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.	In addition to Proficient: • Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students • Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders • Builds capacity of staff to analyze data to identify and prioritize needs, guide grouping, reteaching, and continuous improvement	• Uses multiple assessments and teacher evaluation to improve teaching and learning • Communicates progress toward the vision, mission and goals to vital stakeholders • Uses multiple data sources to drive instructional decisions and to identify/prioritize school wide areas of improvement; uses data also to identify and adjust school-wide priorities and to drive changes in practice for individual teachers	• Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching • Provides updates to some stakeholders when required on student progress toward the vision, mission and goals • Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices with limited impact on teaching practices	• Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning • Provides limited information about student progress to faculty and stakeholders • Unable to lead staff through continuous data review or lacks consistency in implementation

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
2.4: **Reviews Instructional Practice** Leaders set and maintain clear standards for excellent teaching based upon the latest research and standards. They regularly observe instruction and give detailed feedback to staff to aid them in improving their practice.	In addition to Proficient: • Works with staff to create cycles of action research (inquiry), where data is used to identify Problems of Practice, test hypotheses, discover new strategies and reduce achievement gaps • Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas	• Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced. • Provides regular, actionable, and meaningful feedback to teachers • Expects action on feedback regarding classroom instruction. • Holds teachers accountable for trying new instructional strategies based on feedback • Gives timely support to teachers who are struggling with instruction to aid them in clearly understanding the next steps required to improve their practices	• Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers	• Rarely participates in reflective data-driven conversations with teachers to review student-level data. • Does not ensure that a focus on the CCSS Standards is embedded into site-based professional development.

Performance Expectation 3: Organizational Systems and Safety

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

The Leader…

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.1: **Welfare and Safety of Students, Faculty and Staff** Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.	• Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan, including the provision of appropriate health and social services. • Ensures all teachers engage in effective classroom management practices	• Collaborates with staff and students in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan • Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services	• Involves a limited number of staff and students in creating and monitoring a school climate safety plan • Inconsistently assists teachers in effective classroom management and inconsistently monitors the general health and welfare of students	• Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.2: **Operational Systems** Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.	• Proactively works with the appropriate staff in order to develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns. • Routinely seeks input from staff regarding the need for updated resources and data systems to improve teaching and learning practices • Effectively advocates for the acquisition, maintenance and purchase of equipment and technology to improve and support the teaching and learning environment	• Ensures safe operations of the physical plant that supports a positive learning environment. • Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to improve teaching and learning practices • Oversees acquisition, maintenance and security of equipment and technologies that improve and support the teaching and learning environment	• Inconsistently addresses safety requirements and provides limited evaluation of current and future safety concerns. • Inconsistently uses communication and data systems to support instructional practices and school operations. • Maintains existing technology and identifies some new technologies that support and improve teaching and learning	• Physical plant maintenance and safety concerns are not addressed and fails to identify compliance and safety requirements • Resources and data systems inadequately support instructional practices and school operations • Demonstrates inconsistent and ineffective use and support of technology that improve teaching and learning

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.3: **Fiscal and Human Resources** Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.	• Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals • Involves stakeholders to successfully recruit, support, and retain highly effective staff	• Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible • Implements practices to recruit support and retain qualified staff	• Develops and implements a budget within fiscal guidelines that inadequately addresses school and district goals • Efforts to recruit, support and retain qualified staff are inconsistent	• Submits a budget out of alignment with district guidelines and school improvement goals • Uses few recruiting resources and demonstrates little effort to support and retain qualified staff

Performance Expectation 4: Families and Stakeholders

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

The Leader…

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
4.1: **Collaboration with Families and Community Members** Leaders ensure the success of all students by collaborating with families and stakeholders.	In addition to Proficient: • Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between stakeholder groups. • Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school-wide and student-specific learning	• Enhances and maintains trusting relationships among and between a variety of stakeholder groups • Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests • Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community • Actively communicates the successes of the school to the broader community • Ensures that academic progress reporting is easily and meaningfully interpreted by parents	• Articulates a belief that building and maintaining relationships are important but may not be able to successfully establish or enhance relationships • Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community • Finds ways to communicate the successes of the school to the broader community but may do so inconsistently. • Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents.	• Does not develop positive relationships and/or undermines positive relationships that exist • Provides limited opportunities for families to engage in educational decision-making and student learning

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
4.2: **Community Interests and Needs** Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families**.**	• Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints to new perspectives • Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community • Shares responsibility with all staff for community outreach by generating and participating in efforts to create community partnerships • Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students. • Empowers parents and community members as strong leaders in the school • Models a sense of pride in the school that staff, students, and parents share and want to	• Communicates regularly and effectively with all stakeholders • Uses assessment strategies and research methods to understand and address the diverse needs of students and community • Capitalizes on the diversity of the community as an asset to strengthen education • Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders.	• Communicates regularly with stakeholders • Collects some information to understand and provide for diverse student and community needs • Transmits a general sense of commitment to meet diverse needs of the community's students	• Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders • Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics • Demonstrates little awareness of community diversity as an educational asset • Community partnerships are not evident

	communicate to the broader community			

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
4.3: **Community Resources** Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.	• Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families • Develops community partnerships that reflect the community, understand the mission of the school and actively support its vision	• Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families • Engages local business and non-profit organizations to support the vision and mission of the school	• Develops some relationships with community organizations and agencies and provides some access to services for families	• Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families

Performance Expectation 5: Ethics and Integrity

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

The Leader…

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
5.1 **Ethical and Legal Standards of the Profession** Leaders demonstrate ethical and legal behavior.	In addition to Proficient: • Fosters the highest ethics within the district and community	• Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	n/a	• Demonstrates limited or inconsistent ethics in personal and professional practice
5.2 **Personal Values and Beliefs** Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning	In addition to Proficient: • Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles	• Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles	• Inconsistently demonstrates respect for the individual and / or inconsistently advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principle	• Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
5.3 **High Standards for Self and Others** Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.	In addition to Proficient: • Sets up, supports and participates in processes and systems for action research and systemic learning	• Models, reflects on and builds capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning • Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement • Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	• Recognizes the importance of personal learning needs of self and others but does not consistently model, reflect on and / or build capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning	• Demonstrates little commitment to reflective practice and ongoing improvement in self and others • Demonstrates little or inconsistent use of professional development and resources to strengthen teaching and learning

Performance Expectation 6: The Education System

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

The Leader…

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
6.1 **Professional Influence** Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.	In addition to Proficient: • Actively participates with local, regional and/or national stakeholders and policy makers in community and/or state/national organizations • All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships	• Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests	• Maintains professional and cordial relationships with some stakeholders and policy makers • May welcome stakeholder input but has not established structures for accepting and utilizing feedback	• Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues • Lacks creativity and consistency in communications ,regarding the successes of the school to the broader community
6.2 **The Educational Policy Environment** Leaders uphold and contribute to policies and political support for excellence and equity in education.	• Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs • Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding	• Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations • Communicates effectively with the community on policy • Upholds policy and regulations in support of education	• Reviews school and student growth data. • Provides information to decision makers and stakeholders about policies and regulations	• Demonstrates little understanding and ineffective communication of student performance data • Demonstrates ineffective communication with members of the school and community on

				policies

Indicator	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
6.3 **Policy Engagement** Leaders engage policymakers to inform and improve education policy.	In addition to Proficient: • Proactively engages and collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education	• Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs • Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education	• Demonstrates limited ability to analyze and share data to inform district and school planning, policies and programs • Identifies some policies and procedures supporting equity and seeks opportunities to communicate	• Demonstrates little to no understanding of or involvement with others to inform or advocate for district and school planning, policies and programs within and/or outside of own school or district