

Connecticut Teacher Evaluation Agreement and Proposed Principal Evaluation Guidelines

TEACHERS	PRINCIPALS
<p>45% = Multiple student learning indicators</p> <ul style="list-style-type: none"> • One-half of this measure based on the state test for those teaching tested grades and subjects <p>5% = Whole-school student learning indicators or student feedback</p> <p>40% = Observations of teacher performance and practice</p> <p>10% = Peer or parent feedback surveys</p>	<p>45% = Multiple student learning indicators</p> <ul style="list-style-type: none"> • One-half of this measure based on the state test • Other half to be locally determined, with parameters set by the state <p>5% = Teacher effectiveness outcomes</p> <ul style="list-style-type: none"> • Opportunity for districts to pilot teacher effectiveness measures, such as (a) increasing the percentage of teachers making adequate growth in student achievement or (b) differing strategies for teachers at differing levels of effectiveness <p>40% = Observations of principal performance and practice</p> <ul style="list-style-type: none"> • Based on the six performance expectations in Connecticut Leadership Standards (see next page) • Includes a focus on all practices around teacher quality and teacher evaluation <p>10% = Staff, community, and/or student feedback surveys</p> <ul style="list-style-type: none"> • Based on all or some of the six performance expectations in Connecticut Leadership Standards (see next page)

**Draft Connecticut School Leadership Standards
PERFORMANCE EXPECTATIONS
Excerpted from 10-5-11 Draft**

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.

Note: In proposed guidance, Performance Expectation 2 (Teaching and Learning) would be measured in all evaluation categories (Multiple student learning indicators; Teacher effectiveness outcomes; Observations of principal performance and practice; Staff, community, and/or student feedback surveys). Performance Expectations 1, 3, 4, 5, and 6 would be measured in the latter two categories (Observations of principal performance and practice; Staff, community, and/or student feedback surveys).