

# **East Hampton Public Schools**

## **Administrator Evaluation and Support Plan**



**2015 - 2016**

---

## **OVERVIEW**

The East Hampton Administrator Evaluation and Professional Learning Plan develops and promotes a shared understanding of leader proficiency. The plan defines administrator Proficiency 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 proficiency and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community. It provides a structure for the ongoing development of principals and other administrators. This structure provides a basis for assessing their strengths and growth areas as well as feedback to support their development in all areas. The model meets all of the requirements for the evaluation of 092 endorsement holders as outlined in Connecticut Statute and Connecticut State Board of Education regulations.

### **The Administrator Evaluation Categories**

1. **Leadership Practice (40%)**
  - An assessment of an administrator's leadership practice by direct observation of practice and the collection of other evidence.
2. **Stakeholder Feedback (10%)**
  - Assessed by administration of a survey with measures that align to the Connecticut Leadership Standards.
3. **Student Learning (45%)**
  - Student learning is assessed in equal weight (22.5%) by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Together they will account for 45% of the administrators' evaluation.
4. **Teacher Proficiency (5%)**
  - As measured by an aggregation of teachers' student learning objectives.

### **Category #1: Leadership practice (40%)**

#### **Orientation and Training Programs**

During the spring of 2013, East Hampton provided a series of sessions for all administrators being evaluated so that they would understand the evaluation system, the processes, and the timelines for their evaluation. Special attention was given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understood performance expectations and the requirement for being a *Proficient* administrator. Additional sessions are provided throughout the academic year that will provide East Hampton administrators with access to resources and to connect with colleagues to deepen their understanding of the plan.

East Hampton will provide all evaluators of administrators with training focused on the Administrator Evaluation and Professional Learning Plan. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the

process for arriving at a summative evaluation, the use of the Leadership Practice Rubric, calibration on conducting Proficient observations and providing high-quality feedback.

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: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which uses the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and defines Proficient administrative practice through six performance expectations and the Standards for School Leaders – see Appendix E.

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 Proficient educational leaders do. As such for principals, **Performance Expectation 2 (*Teaching and Learning*) will be weighted twice as much as any other performance expectation.** The other performance expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and other East Hampton administrators. For assistant principals and other 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally.

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

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. The specific indicator language is highlighted in **bold** at the *Proficient* level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership 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 leadership practices and general inaction on the part of the leader. Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

**Assigning ratings for each Performance Expectation:**

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete the evaluation at the Performance Expectation level, NOT at the Domain level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

**Assessing the practice of administrators other than principals and assistant principals:**

For East Hampton administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards/Standards for School Leaders. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

**Leadership Practice Summative Rating:**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the 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:

1. The administrator and evaluator meet for a **Goal-Setting Conference by the August 15** to identify focus areas for development of the administrator's leadership practice.
2. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *Developing* or *Below Standard*.** Evaluators of assistant principals will conduct at least four observations of the practice of the assistant principal. Evaluators of other East Hampton administrators will conduct at least two observations and/or reviews of practice.
3. The administrator being evaluated and the evaluator hold a **Mid-Year Formative Conference by January 30** with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
4. **By May 30**, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

5. **By June 30**, the evaluator and the administrator being evaluated meet to discuss all evidence collected. 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 Leadership Practice Matrix and generates a **Summary Report of the evaluation by June 30**.

**Principals and Central Office Administrators:**

**Leadership Practice Matrix (40%)**

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
<i>Exemplary on Teaching and Learning</i>	<i>At least Proficient on Teaching and Learning</i>	<i>At least Developing on Teaching and Learning</i>	<i>Below Standard on Teaching and Learning</i>
<i>Exemplary on at least 2 other performance Expectations</i>	<i>At least Proficient on at least 3 other performance expectations</i>	<i>At least Developing on at least 3 other performance expectations</i>	<i>Or</i>
<i>No rating below Proficient on any performance expectation</i>	<i>No rating below Developing on any performance expectation</i>		<i>Below Standard on at least 3 other performance expectations</i>

**Assistant Principals and Other Administrators:**

**Leadership Practice Matrix (40%)**

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<i>Exemplary on at least 3 Performance expectations</i>	<i>At least Proficient on at least 4 performance expectations</i>	<i>At least Developing on 4 performance expectations</i>	<i>Below Standard on 3 performance expectations</i>
<i>No rating below Proficient on any performance expectation</i>	<i>No rating below Developing on any performance expectation</i>		

**Category #2: Stakeholder feedback (10%)**

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

To gain insight into what stakeholders perceive about administrators’ Proficiency, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful

feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The survey instrument will be developed by district staff.

The surveys will be administered on-line and allow for anonymous responses. All East Hampton administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by administrators as baseline data for the following academic year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

### **ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING**

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

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

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

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By March 15, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

### Category #3: SMART goals (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 using the SPI and (b) performance and growth on 2 locally-determined measures, (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

#### State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments.
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessment

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

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

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

**Step 2:** The scores in each category are combined, resulting in an overall state test rating that is scored on the following scale:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

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

### **SMART GOALS**

Administrators establish two (2) SMART goals on measures they select using certain parameters:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, East Hampton will use research-based learning standards appropriate for that administrators' assignment.
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.
- For administrators in high school, one measure will include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status indicators will align with the performance targets set out in the school's mandated Improvement Plan.

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

- Establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SMART goals for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator, and has done the necessary work in order for this conversation to ensure:
  - The SMART goals are attainable.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.

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

Based on this process, administrators receive a rating for this portion of student learning using the table below:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
Met both objectives and substantially exceeded at least one target	Met both objectives	Met one objective and made substantial progress towards meeting the other objective	Did not meet either objective

To arrive at an overall student learning rating, the ratings for the state assessment and the East Hampton determined ratings are plotted on this matrix:

		<b>State Assessment – SPI (22.5%)</b>			
		<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<b>East Hampton determined SMART goals (22.5%)</b>	<b>Exemplary</b>	Exemplary	Exemplary	Proficient	Developing
	<b>Proficient</b>	Exemplary	Proficient	Proficient	Developing
	<b>Developing</b>	Proficient	Proficient	Developing	Below Standard
	<b>Below Standard</b>	Developing	Developing	Below Standard	Below Standard

#### **Category #4: Teacher Proficiency (5%)**

Teacher proficiency, as measured by an aggregation of teachers' SMART goals, is 5% of an administrator's evaluation.

Improving teacher proficiency is central to a principal’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher proficiency from hiring and placement to ongoing professional development to feedback on performance, the principal evaluation model also assesses the outcomes of all of that work. As part of East Hampton’s teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing principals’ contribution to teacher proficiency outcomes.

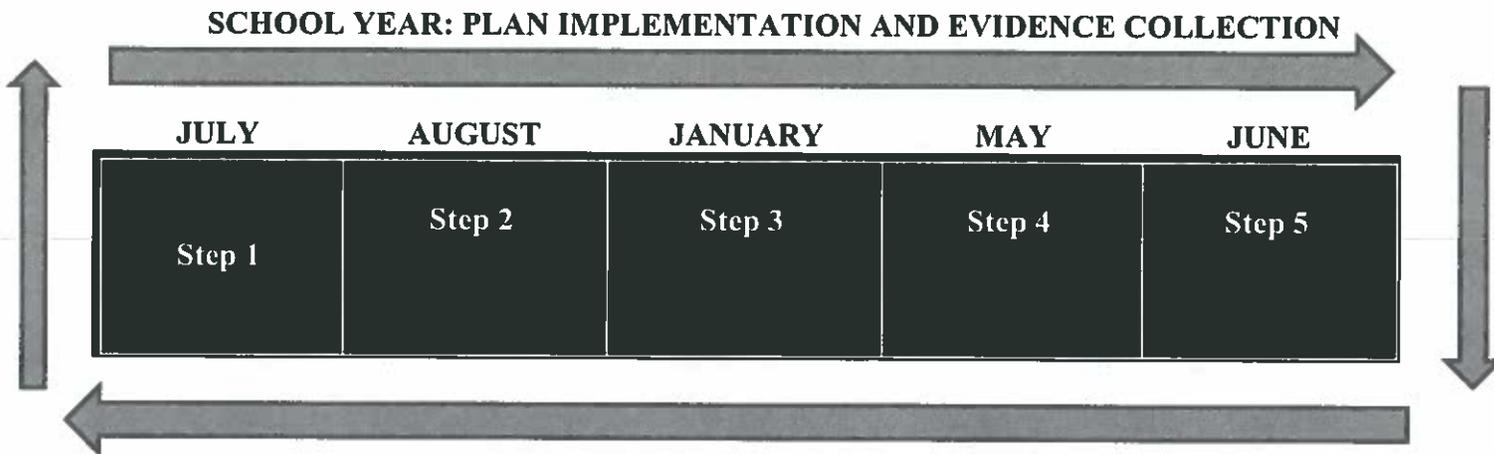
<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>80% of teachers are rated <i>Proficient</i> or <i>Exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>Proficient</i> or <i>Exemplary</i> on the student growth portion of their evaluation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

### ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. There is an annual cycle for administrators and evaluators to follow and this sequence of events lends well to a meaningful and doable process.

#### OVERVIEW

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, creating the platform 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.



### ***Step 1: Gathering Data***

To begin the process, the administrator needs five things to be in place:

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

### ***Step 2: Goal Setting and Plan Development***

Before a school year starts, administrators identify a target for growth on the SPI, identify two (2) SMART Goals and one stakeholder feedback target. Then administrators identify the two (2) areas of focus for their practice *that will help them accomplish* their SMART goals and stakeholder feedback targets, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify two (2) specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is critical that the administrator connect improvement in the practice focus areas to the SMART goals and stakeholder feedback targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

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

**A note on the frequency of school site observations:**

- 2 observations for each administrator.
- 4 observations for assistant principals and for any administrator new to East Hampton, or who has received ratings of *Developing* or *Below Standard*.

***Step 3: Mid-Year Formative Review***

Midway through the school year there will be a formal check-in to review progress. In preparation for the meeting:

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

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

***Step 4: Self-Assessment***

No later than May 30 and prior to the *Summative Review*, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

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

The administrator being evaluated submits their self-assessment to their evaluator.

### ***Step 5: Summative Review and Rating***

The administrator being evaluated and the evaluator meet by May 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, areas for growth, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher Proficiency ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 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.

## **SUMMATIVE ADMINISTRATOR EVALUATION RATING**

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 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 SMART Goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their Evaluation

Supporting administrators to reach the *Proficient* rating 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 principals in their first year, performance rated *Developing* is expected. If, by the end of three years, performance is still *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 process for determining summative evaluation ratings has three steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in Appendix H, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix, on page 54, to determine an overall Practice Rating.

### **B. OUTCOMES: SMART goals (45%) + Teacher Proficiency (5%) = 50%**

The outcomes rating derives from the two student learning measures, state test results (SPI) and SMART goals, and teacher Proficiency outcomes. As shown in the Summative Evaluation Form in Appendix J, state reports provide an assessment rating and evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Proficiency rating is combined with the SMART goals rating and the evaluator uses the matrix below to determine an overall Outcomes Rating.

**C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%**

The Summative rating combines the practice and outcomes ratings using the matrix below.

OVERALL SUMMATIVE RATING					
		4	3	2	1
OUTCOMES RATING	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Gather further information
	2	Rate Proficient	Rate Developing	Rate Developing	Rate Below Standard
	1	Gather further information	Gather further information	Rate Below Standard	Rate Below Standard

***Definition of Proficiency***

Administrator Proficiency will be based upon a pattern of summative administrator ratings collected over time. All administrators will need to have a rating of *Proficient* or *Exemplary* within 2 years of the implementation of the program. Any administrator not rated *Proficient* or *Exemplary* will be placed on an individual improvement plan. (See Professional Assistance and Support System)

After the first 2 years of implementation of the program, administrators will be required to have no more than one summative rating of *Developing* during the 2 year period and a summative rating of *Proficient* or *Exemplary* in the other year.

Administrators receiving a rating of *Developing* or *Below Standard* in any year, will be placed on an **Individual Administrator Improvement and Remediation Plan**. After one year of the Plan implementation, the administrator must have a summative rating of *Proficient* or *Exemplary* to be considered Proficient.

**ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)**

Administrators who receive a summative evaluation ratings that are *Developing* or *Below Standard* will be required to work with their evaluator (or designated Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan of individual administrator improvement and remediation will be designed in consultation with such administrator and his or her exclusive bargaining unit representative. Administrators must receive a summative evaluation rating of *Proficient* within a year of the Administrator Performance Remediation Plan being developed. The plan will be created within 30 days after the completion of the Summative Evaluation

Rating Conference. The Administrator Performance Remediation Plan will identify areas of needed improvement and include supports that East Hampton will provide to address the performance areas identified as needing improvement. After the development of the Administrator Performance Remediation Plan, the administrator and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated *Developing* or *Below Standard*.
4. *Indicators for Proficient Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated *Developing* or *Below Standard*.
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague, mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards *Proficient/Exemplary* in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner and will focus on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. The contents of the plan will be confidential.

## EVALUATION-BASED PROFESSIONAL LEARNING

East Hampton is committed to supporting the continuous growth and development of the leadership of the organization. East Hampton provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative meeting times, walkthrough opportunities, or other sessions. In addition, individual opportunities to learn may be provided both within, and outside the organization to meet individual learning needs.

## **CAREER DEVELOPMENT AND GROWTH**

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

## Appendix A: Performance Evaluation Advisory Council (PEAC) Members

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

## Appendix B: Connecticut Framework for Teacher Evaluation and Support

See SEED website: [http://www.connecticutseed.org/?page\\_id=805](http://www.connecticutseed.org/?page_id=805)

## Appendix C: Template for Setting SMART Goals

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

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

The characteristics of SMART Goals are:

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

### SMART Goals Dos and Don't

#### **DO:**

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

#### **DON'T:**

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

Appendix D:  
EAST HAMPTON LEADER EVALUATION CONTINUUM

Performance Expectation 1: Vision, Mission and Goals:

*Education leader<sup>1</sup> 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<sup>2</sup> and high expectations for student performance.*

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>High Expectations for All</b></p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p>	<p>Uses little data and/or own assumptions to develop school goals, involves few if any stakeholder perspectives, and/or sets school goals out of alignment with the high expectations embedded in district vision, mission and goals.</p>	<p>Uses some data sources to develop goals that align largely with the district vision, mission and goals, and offers some opportunities for stakeholders to provide input into goals.</p>	<p>Uses various data and incorporates diverse perspectives to develop school goals and policies and practices that align to the district vision, mission and goals.</p>	<p>Uses a wide range of data and actively empowers staff and stakeholders to develop strategic goals, policies and practices that sustain the alignment between school and district vision, mission and goals around high expectations for all students and staff.</p>
<p><b>Shared Commitments to Implement and Sustain the Vision, Mission and Goals</b></p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p>	<p>Provides limited, if any, opportunities for stakeholder involvement in implementing vision, mission and goals, and tolerates a lack of equitable opportunity for students</p>	<p>Fosters inconsistent compliance to vision, mission and goals among stakeholders and sets inconsistent expectations for students and staff.</p>	<p>Develops shared commitments among stakeholders to guide decisions, evaluate actions and outcomes, and support equitable and effective learning opportunities for all students.</p>	<p>Empowers a diverse array of stakeholders in ensuring a high degree of commitment to implementing and sustaining the vision, mission and goals, evaluating and monitoring progress and outcomes, and ensuring equitable and effective learning opportunities for all students.</p>

<p><b>Continuous Improvement toward the Vision, Mission and Goals</b></p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p>	<p>Demonstrates little awareness of data related to implementation of the vision, mission and goals, and demonstrates little rationale for resources connected to vision, mission and goals.</p>	<p>Uses and analyzes some data sources to identify student needs, assess program implementation and align resources</p>	<p>Uses data systems to identify student strengths and needs, assess and modify programs address barriers to achieving the vision, mission and goals, and align resources.</p>	<p>Collaborates with stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, address areas for improvement at the school, classroom and student levels, and align and implement effective resources.</p>
--	--	---	--	---

Evidence of Strengths:  
Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## EAST HAMPTON LEADER EVALUATION CONTINUUM

### Performance Expectation 2: Teaching and Learning

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

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Strong Professional Culture</b> Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>	<p>Demonstrates little awareness of ways to address the achievement gap, and focuses improvement efforts on some, but not all, students.</p>	<p>Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it</p>	<p>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.</p>	<p>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</p>
	<p>Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges</p>	<p>Demonstrates commitment to collaboration and models professional growth</p>	<p>Develops a culture of collaboration and models and fosters personal and professional growth among staff</p>	<p>Leads a collaborative effort to build a culture of continuous personal and professional growth of each member</p>
	<p>Provides little feedback to staff and inconsistent monitoring</p>	<p>Provides feedback to staff inconsistently</p>	<p>Provides timely, accurate, specific and ongoing feedback to improve teaching and learning</p>	<p>Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning</p>

**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.

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 solely.

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.

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, skills and dispositions to live and succeed as global citizens.

Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.

Monitors and evaluates the alignment of all instructional processes.

Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all student.

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 knowledge, skills and dispositions required of global citizens.

<p><b>Assessment and Accountability</b></p> <p>Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.</p>	<p>Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning</p> <p>Provides limited information about student progress to faculty and stakeholders</p>	<p>Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching</p> <p>Provides updates to some stakeholders when required on student progress toward the vision, mission and goals.</p>	<p>Uses multiple assessments and teacher evaluation to improve teaching and learning</p> <p>Communicates progress toward the vision, mission and goals to vital stakeholders</p>	<p>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</p> <p>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</p>
--	--	--	--	--

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## EAST HAMPTON LEADER EVALUATION CONTINUUM

### 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	Below Standard	Developing	Proficient	Exemplary
<p><b>Welfare and Safety of Students, Faculty and Staff</b></p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p>	<p>Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues.</p>	<p>Involves some stakeholders in creating and monitoring a school climate and safety plan</p>	<p>Collaborates with a variety of stakeholders in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan.</p>	<p>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</p>
<p><b>Operational Systems</b></p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<p>Oversees a physical plant out of compliance with legal guidelines and safety requirements.</p> <p>Uses data systems inadequately to inform instructional practice and school operations.</p>	<p>Maintains minimum safety requirements and provides inconsistent evaluation of current and future safety concerns.</p> <p>Uses some communication and data systems to support instructional practices and school operations.</p>	<p>Plans for and ensures safe operations of the physical plant that supports a positive learning environment.</p> <p>Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to inform practice.</p>	<p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.</p> <p>Routinely seeks input from staff and external experts on updated resources and data systems to improve practices</p>

<p><b>Fiscal and Human Resources</b> Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	<p>Demonstrates inconsistent and ineffective use and support of technology that supports teaching and learning</p>	<p>Maintains existing technology and identifies some new technologies that support learning</p>	<p>Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.</p>	<p>Develops capacity among community members to acquire, maintain and secure equipment and technology to improve the teaching and learning environment</p>
<p><b>Evidence of Strengths:</b></p>	<p>Submits a budget out of alignment with district guidelines and school improvement goals.  Uses hiring practices involving few recruiting resources and provides limited support through evaluation processes for teachers for improvement and retention.</p>	<p>Develops and operates a budget within fiscal guidelines.  Recruits, supports and makes efforts to retain highly qualified staff, and conducts staff evaluation processes inconsistently</p>	<p>Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible  Implements practices to recruit, support and retain highly qualified staff and conducts staff evaluation processes to support teaching and learning.</p>	<p>Collaborates with stakeholders to develop innovative and fiscally responsible budget and secure necessary resources to support school and district improvement goals.  Involves vital stakeholders in practices to successfully recruit, support, and retain highly qualified staff, and effectively and successfully focuses staff evaluation process to support improved teaching and learning.</p>
<p><b>Evidence for Areas of Growth:</b></p> <p>Rating: <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective</p>				

## EAST HAMPTON LEADER EVALUATION CONTINUUM

### 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	Below Standard	Developing	Proficient	Exemplary
<p><b>Collaboration with Families and Community Members</b></p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>	<p>Provides limited opportunities for families to engage in educational decision making and</p>	<p>Attempts to involve families in some decisions about their children's education</p>	<p>Uses a variety of strategies to involve family members in decision making to improve student achievement</p>	<p>Consistently and effectively uses a variety of strategies to engage families in decisions about improving school-wide and student-specific learning</p>
<p><b>Community Interests and Needs</b></p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p>	<p>Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders</p> <p>Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics.</p>	<p>Communicates regularly with stakeholders</p> <p>Collects some information to understand and provide for diverse student and community needs.</p>	<p>Communicates regularly and effectively with all stakeholders.</p> <p>Uses assessment strategies and research methods to understand and address the diverse needs of students and community.</p>	<p>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</p> <p>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.</p>
<p>Demonstrates little awareness of community diversity as an educational asset</p>	<p>Transmits a general sense of commitment to meet diverse needs of the community's students</p>	<p>Capitalizes on the diversity of the community as an asset to strengthen education.</p>	<p>Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all</p>	<p>Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all</p>

<p><b>Community Resources</b> Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro-vide critical resources for children and families.</p>	<p>Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families</p>	<p>Develops some relationships with community organizations and agencies and provides some access to services for families</p>	<p>Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families.</p>	<p>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.</p>
---	---	--	---	---

students

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## EAST HAMPTON LEADER EVALUATION CONTINUUM

### 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	Below Standard	Developing	Proficient	Exemplary
<p><b>Ethical and Legal Standards of the Profession</b> Leaders demonstrate ethical and legal behavior.</p>	<p>Demonstrates limited or inconsistent ethics in personal and professional practice</p>	<p>n/a</p>	<p>Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students.</p>	<p>Continuously demonstrates and holds others accountable for the highest standards of professional and ethical conduct, student equity, confidentiality and trust.</p>
<p><b>Personal Values and Beliefs</b> Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.</p>	<p>Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals</p>	<p>Advocates for the vision, mission and goals.</p>	<p>Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.</p>	<p>Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles.</p>

<p><b>High Standards for Self and Others</b></p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>	<p>Demonstrates little commitment to reflective practice and ongoing improvement in self and others.</p> <p>Demonstrates little or inconsistent use of professional development and resources to strengthen teaching and learning</p> <p>Demonstrates limited understanding of the legal, social and ethical implications of technology</p> <p>Ineffectively builds trust and respect necessary to achieve expected student performance levels</p>	<p>Recognizes the importance of personal learning needs of self and others</p> <p>Supports professional learning related to curriculum and instruction and allocates resources to address some needs</p> <p>Demonstrates emerging but inconsistent understanding of the legal, social and ethical implications of technology</p> <p>Works to establish positive collegial relationships with stakeholders</p>	<p>Models and reflects on lifelong learning of effective practices.</p> <p>Supports and allocates resources for ongoing professional learning to strengthen curriculum, instruction and assessment.</p> <p>Promotes legal, social and ethical use of technology</p> <p>Inspires trust and respect to achieve student success.</p>	<p>Consistently models reflection and continuous growth by publically sharing learning processes related to improvement</p> <p>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</p> <p>Demonstrates skill, understanding and modeling to guide the legal, social and ethical use of technology among all members of the school community</p> <p>Creates a collaborative professional learning community that inspires mutual trust, respect and honesty to sustain optimal ongoing improvement focused on student success</p>
---	--	---	---	---

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## EAST HAMPTON LEADER EVALUATION CONTINUUM

### 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...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Professional Influence</b> Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues</p> <p>Demonstrates limited understanding and ineffective use of resources to promote equity</p>	<p>Maintains professional and cordial relationships with some stakeholders and policy makers</p> <p>Demonstrates emerging understanding of how to locate, acquire and access services and resources to promote equity and achieve school goals.</p>	<p>Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.</p> <p>Advocates for equity, access and adequacy in meeting the needs of students and families.</p>	<p>Uses a variety of communication strategies to actively engage local, regional and/or national stakeholders and policy makers through community meetings, national organizations</p> <p>Actively engages the school community to successfully advocate for equal access to services and resources for all.</p>
<p><b>The Educational Policy Environment</b> Leaders uphold and contribute to policies and political support for excellence and equity in education.</p>	<p>Demonstrates little understanding and ineffective communication of student performance data</p> <p>Demonstrates ineffective communication with members of the school and community on policies</p>	<p>Reviews school and student growth data.</p> <p>Provides information to decision makers and stakeholders about policies and regulations</p>	<p>Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p> <p>Communicates effectively with the community on policy and upholds policy and regulations in support of education</p>	<p>Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs</p> <p>Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding</p>

<p><b>Element C: Policy Engagement</b> Leaders engage policymakers to inform and improve education policy.</p>	<p>Demonstrates little understanding of or advocacy of policies promoting equity.</p> <p>Demonstrates little understanding of or involvement with others to influence decisions affecting student learning within and/or outside of own school or district.</p>	<p>Identifies some policies and procedures supporting equity and seeks opportunities to communicate about them.</p> <p>Demonstrates emerging ability to analyze and share data related to policies and decisions related to student learning.</p>	<p>Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education.</p> <p>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.</p>	<p>Actively engages stakeholders to advocate for and influence policies to improve education.</p> <p>Proactively 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.</p>
--	---	---	---	---

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective