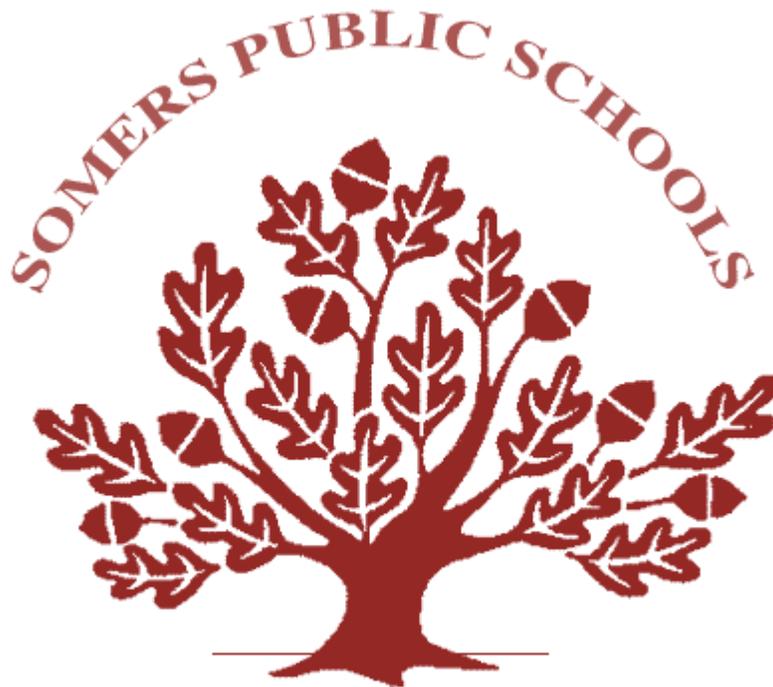


Somers Public School's System for Educator Evaluation and Development



Our Commitment to the Future

BASED ON THE STATE OF CONNECTICUT

SEED MODEL

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TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

This document outlines the model for the evaluation and development of teachers in the Somers Public Schools. It is based off of the SEED model, which is based on the Connecticut Guidelines for Educator Evaluation and on best practice research from around the country. This educator evaluation and support system will take effect at the beginning of the 2013-2014 school year for all certified staff.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often fail to do these things in a meaningful way. The Somers Public Schools new evaluation process strives to change that and to treat our teachers like the hard-working professionals they are. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of this system.

- *Consider multiple, standards-based measures of performance*
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent or peer feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based standards: the Common Core State Standards; The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments; and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*
 Assessing a teacher’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 interact with students; and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between school leaders’ evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*
 This model hinges on improving the professional conversation between and among teachers and the administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*
 Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.
- *Ensure feasibility of implementation*
 Launching this evaluation system will require hard work. Throughout the district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations in our district.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

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 categories, grouped in two major focus areas: 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 focus area is comprised of two categories:

- (a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and twelve components of teacher practice
- (b) **Parent or peer feedback (10%)** on teacher practice through parent surveys or peer observation aligned with the Connecticut Framework for Teacher Evaluation and Support.

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

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO), and
- (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators or **student feedback (5%)** through student surveys.

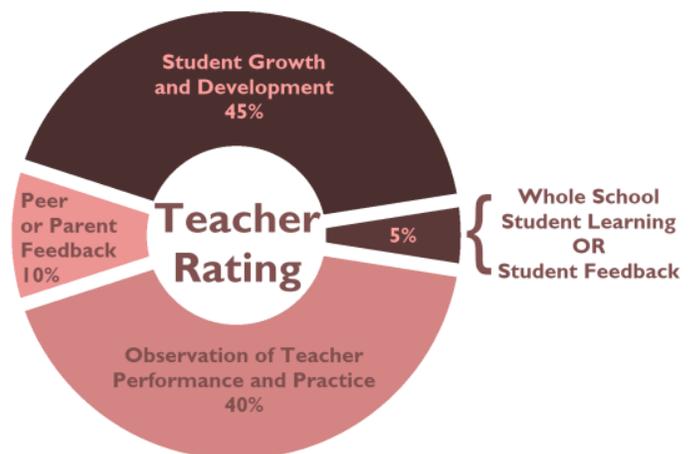
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

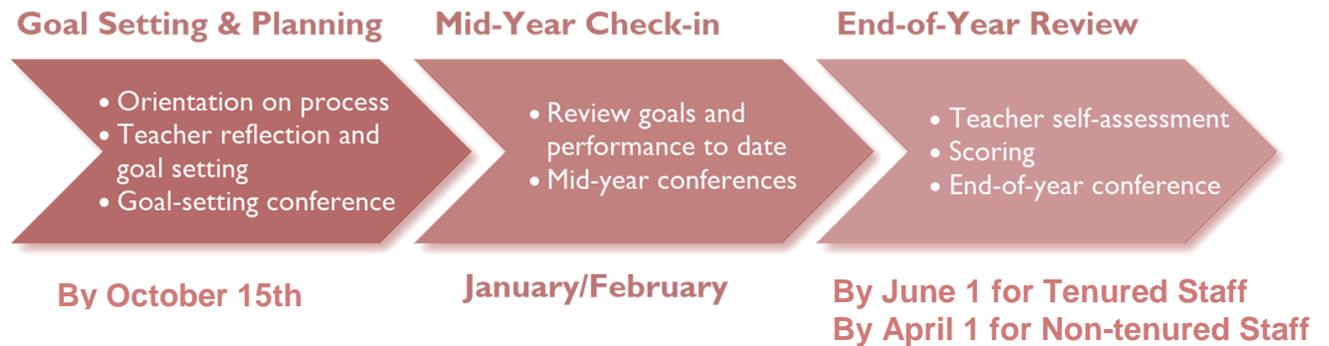
Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations 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 and Planning:

Timeframe: Must be completed by **October 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 goals 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 Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent or peer feedback goal, a student learning objective (SLO), and a student feedback goal (if applicable) for the school year. The teacher may collaborate in grade-level or subject-area teams to support the goal-setting process.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed 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 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 progress on teacher practice goals, student learning objective (SLO) and performance on each to date. 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 can deliver mid-year formative information on components 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 SLO to accommodate changes (e.g., student populations, assignment). They can also discuss actions that the teacher may take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: April through June; must be completed by **June 1st for tenured teachers and by April 1st for non-tenured teachers.**

1. *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.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area 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 change the student-related indicators significantly to change the 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 category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 30th for tenured teachers and by April 30th for non-tenured teachers.

Primary and Complementary Evaluators

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. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are members of the certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator 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 complimentary evaluators must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators, including complementary observers, are required to complete extensive training on the evaluation model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performance. The Somers Public Schools will provide evaluators with training opportunities and tools throughout the year to support the implementation of this model across our schools. The District will ensure that evaluators are proficient in conducting teacher evaluations.

At the request an employee, the District will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, the District or its designee will determine a final summative rating.

Additionally, there is 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.” The District is required to comply with these audit requests and will provide the requested evaluation files.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching 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-Based Professional Learning

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

Throughout the evaluation process, every teacher will be identifying their professional learning needs in mutual agreement with his/her evaluator that support their goal and objectives. The identified needs will serve as a foundation for ongoing conversations about his/her 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. Once identified, the teacher will have multiple options for addressing their professional learning needs:

- They may access the district's professional development library and use the books, DVDs and coaching materials contained therein.
- They may avail themselves of on-line professional learning opportunities aligned to their individual needs.
- They may participate in district provided professional development targeted to their specific area(s) of concern.
- They may also seek out-of-district professional learning experiences as time and funding allows.

The evaluation process may also reveal areas of common need among teachers, which can then be targeted with small group or even school-wide professional development opportunities if appropriate. In all cases, the nature of the professional learning opportunities selected must support the improvement of areas identified as in need of improvement through the goal setting process, the observation of practice or the feedback provided by stakeholders. Time during the District's regularly scheduled professional development days will be made available for teachers to pursue some of these professional learning opportunities, while additional time may be requested through the professional development request process.

Improvement and Remediation Plans

If a veteran* teacher's performance is rated as *developing* or *below standard*; or if a novice* teacher's performance is rated as *below standard* or as *developing* more than twice, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The

improvement and remediation plan must be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes;
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered “proficient.”
- 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.

* A novice teacher is a teacher in the first four years of their career and a veteran teacher is a teacher with more than four years of experience in the field of teaching.

The district may use a system of stages or levels of support. For example:

1. **Structured Support:** An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

2. **Special Assistance:** An educator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. **Intensive Assistance:** An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. 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 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 development based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators half of the teacher evaluation system evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

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

These categories will be described in detail below.

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

The Teacher Performance and Practice category of the system 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

The teacher practice framework used in this system will be the Common Core of Teaching Rubric for Effective Teaching. It represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

The Common Core of Teaching Rubric for Effective Teaching is organized into four domains, each with 3 components. Forty percent of a teacher's final annual summative rating is based on his/ her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Common Core of Teaching Instrument and Rubric

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students
- 1c. Maximizing instructional time by effectively managing routines and transitions

Domain 2: Planning for Active Learning

- 2a. Planning of instructional content is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge
- 2b. Planning instruction to cognitively engage students in the content
- 2c. Selecting appropriate assessment strategies to monitor ongoing student progress

Domain 3: Instruction for Active Learning

- 3a. Implementing instructional content for learning
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidenced based learning strategies
- 3c. Assessing student learning, providing feedback to students and adjusting instruction

Domain 4: Professional Responsibilities and Teacher Leadership

- 4a. Engaging in continuous professional learning to impact instruction and student learning
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate and support student learning

* Student and Educator Support Specialists have the option of using the SESS Rubric on page 40.

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to 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 that they can then incorporate into their practice throughout the year.

Therefore, in the teacher evaluation system:

- Each teacher should be observed between 2 and 4 times per year through both formal and informal observations as defined below.
 - **Formal:** Scheduled observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
 - **Informal:** Scheduled or non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
 - **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.
- All observations should 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 five school days of an observation.
- 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's recommended that some observations be unannounced.
- Districts and principals can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. A summary of requirements are below:

Teacher Category	Evaluation Requirements
<i>Non-tenured teachers</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
<i>Proficient and Exemplary</i>	At least 1 observation and 1 review of practice; of which the observation must be a formal in-class observation (unless the teacher is not responsible for the direct instruction of students, in which case a more suitable venue may be chosen in mutual agreement with the evaluator)

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving the context for the lesson, providing information about the students to be observed, setting expectations for the observation process and provide evidence for Domain 2. Pre-conferences are optional for observations except where noted in the requirements described 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 Common Core of Teaching Rubric for Effective 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 self-assessment of the lesson observed;
- 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 1 and 3 of the Common Core of Teaching Rubric for Effective Teaching. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. 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).

²Examples 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.

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Common Core of Teaching Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the CCT Rubric for Effective Teaching. 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 attendance records from professional development 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 components of the Common Core of Teaching Rubric for Effective Teaching;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

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

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline (pages 9-10) section, teachers develop one practice and performance focus area that is aligned to the Common Core of Teaching Rubric for Effective Teaching. This goal provides a focus for the observations and feedback conversations throughout the year.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) 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 Common Core of Teaching Rubric for Effective Teaching. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 5c: Comprehensive data analysis, interpretation and communication) that all teachers will include as one of their goals.

Goals should be SMART:
S=Specific and Strategic
M=Measurable
A=Aligned and Attainable
R=Results-Oriented
T=Time-Bound

SMART Goal Example for Teacher Performance and Practice (40%):

By June 2013, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Additional information on SMART goals can be found in **Appendix B: Template for Setting SMART Goals**. Growth related to the focus area should be referenced in feedback conversations through-out 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 goals are not explicitly rated as part of the Teacher Performance and Practice category, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Instrument components 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. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. 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 component ratings for each of the 12 components.
- 2) Evaluator averages components 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 component ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

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

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?

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 1:

Domain 2	Rating	Evaluator’s Score
2a	<i>Developing</i>	2
2b	<i>Proficient</i>	3
2c	<i>Exemplary</i>	4

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

Domain	Averaged Score
1	2.8
2	3.0
3	3.0
4	2.8

- 3) Averages domain level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Averaged Score
1	2.8
2	3.0
3	3.0
4	2.8
Average Score	2.9

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 domain/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 progress toward Teacher Performance and Practice rating.

Category #2: Parent or Peer Feedback (10%)

Parent Feedback

Feedback from parents can be used to help determine the 10% of the Teacher Practice Indicators category.

The process for determining the parent feedback rating includes the following steps:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining several school-level parent goals based on the survey feedback;
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. 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.

School districts are encouraged to work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. 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).

2. Determining School-Level Parent Goals

Principals 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 based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these 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 in **Appendix D** for additional questions that can be used to inspire goals.

Teachers will also set improvement targets related to the goal they select. 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.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher 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, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. 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

Peer Feedback

Feedback from peers can, likewise, be used to determine 10% of the Teacher Practice Indicators focus area.

Peer feedback, for the purposes of determining this 10%, will be in the form of peer observation. Individuals in each building may volunteer for training to become peer observers and will be trained in the same system of observation as those members of the certified staff responsible for the Teacher Performance and Practice portion of this Indicator. Peer observers will be granted release time from their classroom duties to do their observations and complete the requisite write-ups.

Teachers who opt to use peer feedback instead of parent feedback will have to make that decision at the beginning of the school year in consultation with their evaluator. All peer evaluations must be scheduled by November 15th to ensure adequate substitute coverage for the peer evaluator, although the observations themselves can take place at any point in the year. As part of the process, the teacher will pick a goal for the peer evaluation and communicate that to their primary evaluator and their peer observer.

Peer observations can include a pre-conference at the discretion of the teacher being observed, but must include a post conference. At the post conference, the peer observer and the teacher will discuss the goal originally set by the teacher and the evidence collected by the peer observer relative to that goal. As is the case with the 40% portion of this indicator, the feedback should be clear, direct, supportive and constructive. It may include ratings from various portions of the Common Core of Teaching Instrument and Rubric, commendations or recommendations related to the goal and/or evidenced based suggestions for ways to improve practice.

Arriving at a Peer Feedback Rating

Since a single peer observation will not cover all aspects of the Common Core of Teaching Instrument and Rubric, progress will be measured based on a holistic look at the evidence gleaned from the observation and the post observation conference relative to the goal the teacher set for him or herself.

The final rating assigned for this category should reflect the degree to which a teacher successfully reaches his/her peer observation goal. The following scale should be applied:

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

The Student Outcomes Related Indicators half of SEED captures the teacher's impact on student learning and comprises 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 will document their goals of student learning and anchor them in data.

Student Related Indicators includes two categories:

- 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.

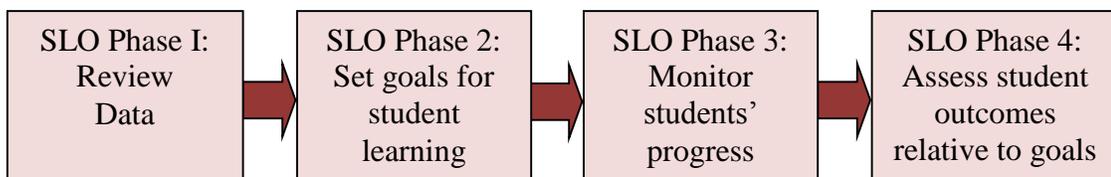
These categories will be described in detail below.

Category #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. Somers has selected a goal-setting process called **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.

SLOs in this evaluation system will support teachers in using a planning cycle that will be familiar to most educators:



Developing SLOs is a process rather than a single event. The purpose is to craft SLOs 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 evaluation system will ask teachers to set more specific and measurable 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 SLO phases are described in detail below:

SLO Phase I:
Review
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 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. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

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
- l) Conferences with students' families

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.

SLO Phase 2:
Set 1 SLO
(goals for learning)

Based on a review of district and building data, each teacher will write one SLO⁴ that addresses an identified need(s). Most teachers will develop their SLO based on standardized or non-standardized indicators. For teachers whose primary responsibility is not the direct instruction of students, the mutually agreed upon SLO and IAGDs shall be based on the assigned role of the teacher.

A **standardized assessment** is characterized by the following attributes:

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

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The SLO is a broad goal for student learning and expected student improvement. This goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicated a need. It should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students (when applicable based on assignment), and include specific target groups where appropriate. The SLO 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), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.
6 th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9 th 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.
11 th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9 th 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.

⁴Connecticut’s Guidelines for Educator Evaluation state that teachers will write 1-4 objectives, but under the SEED model, the requirement is one objective for every teacher

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 objective was met. Each SLO must include at least two indicators. For teachers whose students take a state standardized assessment, at least one IAGD must be based on a state standardized indicator and the second one must be based on a non-standardized indicator. For all other teachers, at least one IAGD should be based on a standardized indicator where possible. If no standardized indicators exist, then all IAGDs may be based on non-standardized indicators.

Teacher Category	One half (22.5 %) of IAGDs	One half (22.5 %) of IAGDs
Teaches a grade level or subject in which there is a state standardized test (CMT, CAPT, SBAC)	Based on the results of a state standardized indicator.*	Based on the results of a non-standardized indicator. (May include one additional standardized indicator as agreed upon with evaluator.)
Teaches a grade or subject in which there is a district standardized test (DIBELS, AIMSweb, STARR)	Based on the results of a district standardized indicator.*	Based on the results of a non-standardized indicator. (May include one additional standardized indicator as agreed upon with evaluator.)
Teaches a grade or subject in which there are no standardized tests	Based on the results of a non-standardized indicator.	Based on the results of a non-standardized indicator.

*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 process of the Guidelines for Educator Evaluation, an additional non-standardized indicator. For the 2014-2015 school year, pending federal approval, teachers in areas that are assessed through CMT, CAPT or SBAC may use the results of an alternate standardized assessment en lieu of the CMT, CAPT or SBAC.

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/measure of progress will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing

students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which population(s) of students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (**Appendix B**).

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same assessment(s)/measure of progress for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment for their IAGD, but the performance target 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’s indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. 2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School	My students will demonstrate proficiency in applying the five	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing

Visual Arts	principles of drawing.	rubric designed by visual arts teachers in our district.
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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/measures of progress 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 teacher and evaluator mutually agree upon 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 business days.

SLO Phase 3:
Monitor students’ progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, 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 during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4:
Assess student
outcomes relative to
SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators, upload artifacts to the data management software system, where appropriate, 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.

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 their SLO score. The SLO rating will be shared and discussed with teachers during the End-of-Year Conference.

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

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page 36) for details.

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

Schools can decide to use a whole-school student learning indicator and/or student feedback to determine this fourth category of SEED.

Option 1: Whole-School Student Learning Indicator

For schools 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 the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

Option 2: Student Feedback

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

Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of teacher performance and that student feedback about a teacher is correlated with student performance in that class. Additionally, student surveys provide teachers with actionable information they can use to improve their practice – feedback that teachers would not necessarily receive elsewhere in the evaluation process.

Some educators express concerns about student surveys, including that student survey instruments must not be “popularity contests” and that students must take the surveys seriously. The following implementation approach, drawn from best practices across the country, can mitigate these issues. Schools are encouraged to work closely with their teachers on the development of the student survey category.

Survey Instruments

Student survey instruments should be aligned to the Connecticut Common Core of Teaching (CCT) and school improvement goals whenever possible, and developed with the assistance of the school governance council where appropriate.

Schools 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. 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.

The surveys selected by a school 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). Student surveys may not be applicable or appropriate for all teachers. When

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

Schools will select instruments that will offer teachers constructive feedback they can use to improve their practice, which focus on student learning goals. Schools 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.

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 category. 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 categories or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a category rather than an individual question.

Additionally, the teacher in collaboration with his or her evaluator must decide how to measure results for their goal. A goal can be measured based on student response to a specific survey question, or it can be measured based on the implementation of the strategies designed to achieve the goal. 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 becomes 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%.

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.

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 (if goal is measured by survey feedback).
5. Aggregate data and determine whether the teacher achieved the goal.
6. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator 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 and Student Feedback

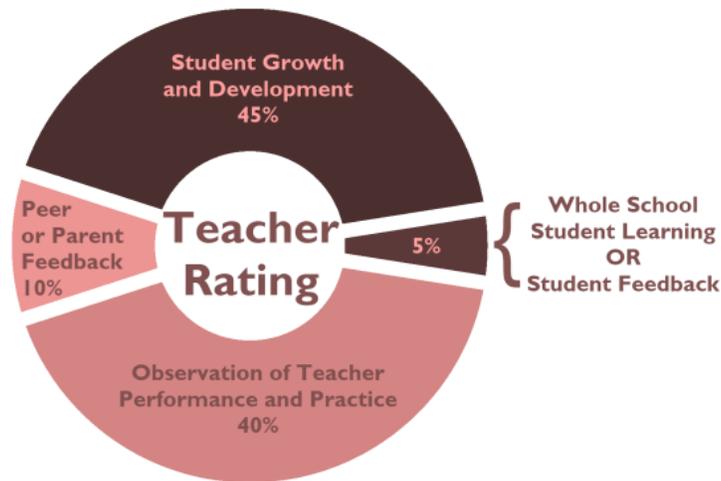
As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

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- page 36). 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 TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: 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 and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine 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, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

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

- Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicator 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.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLO)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			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 Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. 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 focus areas 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 make a summative.

Summative Rating Matrix

		<i>Teacher Practice Related Indicators Rating</i>			
		Exemplary	Proficient	Developing	Below Standard
<i>Student Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	<i>Gather further information</i>	Developing	Developing	Below Standard

Adjustment of Summative Rating Summative ratings must be completed for all teachers 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 a teacher may be significantly impacted by state standardized test data, the evaluator may 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. 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

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or the professional development plan. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Core Requirements for the Evaluation of Student and Educator Support Specialist

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, “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.
 - c. 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.

Currently available on the <http://www.connecticutseed.org> website are white papers developed by various discipline-specific workgroups and an adapted version of the *CCT Rubric for Effective Teaching* for use with some SESS educators. Specifically, this adapted rubric was identified for use with:

- **Comprehensive School Counselors ; and**
- **School Social Workers.**

School Psychologists and Speech and Language Pathologists will be evaluated using the following rubrics:

School Psychologists

Domain 1: Planning and Preparation	Ineffective	Developing	Effective	Highly Effective
1a. Demonstrates knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students without consideration of referral question or cultural relevance and reports scores with minimal or limited interpretation for teachers and parents.	Psychologist uses a limited number of psychological instruments to evaluate students. Psychologist attempts to answer parent or teacher questions accurately – and seeks out information if uncertain. Psychologist provides additional information beyond scores, ranges and percentiles when describing student performance.	Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results.	Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results.
1b. Demonstrates knowledge of child and adolescent development and psychopathology.	Psychologist shows little or no knowledge of child and adolescent development and psychopathology with limited knowledge of effective intervention.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist exhibits thorough knowledge of child and adolescent development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas.	Psychologist applies extensive knowledge of typical child development, psychopathology and corresponding interventions for the classroom.
1c. Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district.	Psychologist shows little or no knowledge of governmental regulations or of resources for students available through the school or district. Psychologist has limited knowledge of district and community	Psychologist participates in departmentally or district mandated professional development in order to become familiar with now policies and procedures. Psychologist researches	Psychologist is aware of state and federal regulations and of resources for students available through the school or district and has some familiarity with resources external to the district. Psychologist provides	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

	resources.	and/or connects with available district and community resources when specifically asked to do so.	this information to other in order to connect families and students to supports.	
1d. Plans to meet the needs of general and special education students.	Psychologist has limited knowledge of continuum of services. Psychologist works only on referrals to special education.	Psychologist is developing knowledge related to the continuum of services. Psychologist's plan includes some worthwhile activities but others don't fit with broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.
1e. Establishes goals for the psychology program appropriate to the setting and the students served.	Psychologist has no clear goals for the psychology program or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students, parents and colleagues.

Domain 2: The Environment	Ineffective	Developing	Effective	Highly Effective
2a. Established rapport with students	Psychologist engages in negative interactions with students that often include punishments and negative consequences. Students appear uncomfortable in the testing environment.	Psychologist's interactions with students are a mixture of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist can be called upon when a student cannot be reached by other staff members
2b. Establishes a culture in the school for positive mental health of students and staff.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among or between students or teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers is partially successful	Psychologists promote a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist facilitates workshops with themes of mental health and well-being. Colleagues and students, while guided by the psychologist, maintain the culture in the school for positive mental health among students and teachers.
2c. Establishes and maintains clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Psychologist makes staff and parents aware of the pre-referral process.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d. Demonstrates flexibility and responsiveness to meet the needs of students and their families.	Psychologist does not respond to student and family inquires and is not available for consultation and guidance.	Psychologist attempts to monitor and correct negative student behavior. Communication with the family is intermittent using inadequate avenues.	Psychologist is readily and easily accessible. Family is kept consistently informed.	Psychologist encourages communication with parents and students on a regular basis. They provides guidance and insight while using a multitude of communication devices.
2e. Establishes standards of conduct in the testing environment	Standards of conduct have not been established. Psychologist fail to address negative student behavior during an evaluation.	Standards of conduct appear to have been established. Psychologist's attempts to monitor and correct negative student behavior during evaluation are only partially successful.	Standards of conduct have been established. Psychologist monitors student behavior with standards of conduct; response to students is appropriate and respectful.	Standards of conduct have been established. Psychologist's monitoring of students is subtle and preventative and students engage in self-monitoring behavior.

Domain 3: Delivery of Services	Ineffective	Developing	Effective	Highly Effective
3a. Consults with colleagues and parents in responding to referrals	Psychologist fails to consult with colleagues.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues to concerns identified in the classroom and tailors evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing detailed insights to questions raised in the referrals and concerns identified in the classroom.
3b. Evaluates student needs in compliance with National Association of School Psychologists guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedure and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, assessments that are most appropriate to the referral, questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural safeguards.
3c. Facilitates and participates in team meetings.	Psychologist does not work effectively with a team, does not show initiative, and fails to develop plans that are suitable to student needs.	Psychologist does not always work effectively with a team, and student plans partially meet identified needs.	Psychologist works effectively with a team to develop suitable plans for students that are aligned with identified needs. Prepares detailed IEPs.	Psychologist takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
3d. Completes thorough interpretation and reports in a timely manner	Psychologist resists making thorough interpretations and does not generate implications for learning or follow established procedural timelines for reports.	Psychologist attempts to provide information regarding interpretation of reports, but does not always follow established procedural timelines.	Psychologist makes interpretations, generates implications for learning, and complies with procedures regarding reports.	Psychologist makes thorough interpretations, generates relevant implications for learning, and complies with procedural timelines for reports.
3e. Engages in the PPT process	Psychologist declines to assume a role in the development of students' IEP and in the overall PPT process.	Psychologist works with a team in developing students' IEPs when directed to do so, and prepares adequate IEPs	Psychologist works with a team in developing students' IEPs and provides insights during CSE meetings.	Psychologist works effectively with a team in developing students IEPs and provides valuable insights during PPT meetings.
3f. Maintains contact between school community and mental health resources.	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers, as needed.	Psychologist maintains ongoing contact with physicians and community mental health providers, and initiates contacts, when needed.

Domain 4: Professional Responsibilities	Ineffective	Developing	Effective	Highly Effective
4a. Reflecting on Practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the practice might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific positive and negative characteristics. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b. Communicating with Families and Soliciting Family Involvement	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust and bridge the home school environments.
4c. Maintaining Accurate Records	Psychologist's records/reports are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records/reports are accurate and legible and are stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized and stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to their intended audience.
4d. Participating in a Professional Community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and/or district events or projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and/or district events and projects when specifically requested.	Psychologist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues. Participates in local, state or national organizations	Psychologist makes a substantial contribution to school and/or district events and projects and assumes leadership with colleagues. Participates in local, state or national organizations.
4e. Engaging in Professional Development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities, and enhanced knowledge is reflected in day to day practice. This could include such activities as presenting to school or district staff.
4f. Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students and the public and violates principals of confidentiality.	Psychologist is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Speech and Language Pathologists

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge of Students Knowledge of Developmental Characteristics and Disability Impact	SLP displays minimal knowledge of developmental characteristics of age group and the impact of the disability on student performance.	SLP displays generally accurate knowledge of developmental characteristics of age group and the impact of the disability on student performance.	SLP displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns and the impact of the disability on student performance.	SLP displays knowledge of typical developmental characteristics of age group, the impact of the disability on student performance, exceptions to the patterns, and the extent to which each student follows patterns.
1a: Demonstrating Knowledge of Students Knowledge of Students' Interests & Cultural Heritage	SLP displays no knowledge of students' interests or cultural heritage.	SLP displays little knowledge of the interests or cultural heritage of each student.	SLP displays knowledge of the interests or cultural heritage of each student and respects diversity.	SLP displays knowledge of the interests or cultural heritage of each student, respects diversity and infuses cultural awareness in the therapy session.
1a: Demonstrating Knowledge of Students Knowledge of Students' Goals and Objectives	SLP is unaware of students' goals and objectives.	SLP has a general understanding of students' goals and objectives.	SLP has a solid understanding of students' goals and objectives and how to incorporate them into instruction.	SLP has a solid understanding of students' goals and objectives as they apply to the therapy session and sought to correct any deficiencies.
1b: Developing IEP Goals and Objectives and Therapy Programs Individual	Goals are not individualized and represent low expectations or no conceptual understanding of the students. Goals do not reflect the importance of learning, and are not grounded in common core standards.	Goals are moderately individualized in either their expectations or conceptual understanding of the student and in the importance of learning. Common core standards are minimally reflected in the goals.	Goals are individualized in their level of expectations, conceptual understanding, and the importance of learning. Common core standards are embedded in the goals.	Not only are the goals individualized but SLP can also clearly articulate how goals establish high expectations and relate to common core standards.
1b: Developing IEP Goals and Objectives and Therapy Programs Specific and Measureable	Goals are either not specific or reasonable. Goals do not permit viable methods of assessment.	Goals are only moderately specific/measurable. Some goals do not permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and include viable methods of assessment.	All the goals are clear, written in the form of student learning, and include viable methods of assessment, with data collection systems developed prior to implementation.
1b: Developing IEP Goals and Objectives and Therapy Programs Attainable	Goals are not attainable for the diversity, age, developmental level, disability, prior knowledge, or background of the student.	Most of the goals are attainable for the student.	All goals take into account the varying learning needs of the student and are attainable.	Goals take into account the varying learning needs of the student, reflect collaboration across disciplines and are attainable.
1b: Developing IEP Goals and Objectives and Therapy Programs	No PLOPs are available or present levels are determined by unsubstantiated	Annual PLOPs are assessed using standardized assessments only. There	Annual PLOPs are documented based on progress on current measureable goals and	Annual PLOPs are documented in relation to measureable goals and objectives and

Programs Using Present Levels of Performance (PLOP)	methods of measurement.	is no discussion regarding progress on current goals and objectives.	objectives. Standardized assessments may be provided. There is discussion on how these levels impact the student's performance in the learning environment.	reflect collaboration across disciplines and/or related services. Discussion is provided on how these levels impact the student's performance in the learning environment.
1b: Developing IEP Goals and Objectives and Therapy Programs Establishing Goals for Therapy Program Appropriate to the Students Served	SLP has not established clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. The SLP does not confer with instructional teams as a part of establishing goals for the program.	SLP goals for the therapy program are limited, and are only partially suitable to the situation and the age of the students. The SLP inconsistently confers with instructional teams as part of establishing goals for the program.	SLP goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. The SLP purposefully seeks knowledge from teams as a part of establishing goals for the program.	SLP goals for the therapy program are diagnostically aligned to the situation in the learning environment and to the age of the students, and have been developed collaboratively with all relevant school stakeholders, including instructional teachers, special education staff, related service personnel, and administration.
1b: Developing IEP Goals and Objectives and Therapy Programs Developing a Plan to Appraise Therapy Services to Meet the Needs of Students Within a School-based Program	SLP lacks a recognition that the provision of service delivery may need to change based on eligibility and student enrollment. SLP resists suggestions that such revision may be indicated.	SLP anticipates the needs for revision. The SLP requires assistance in making adjustments and guidance in revising the plan.	SLP anticipates the needs for revision and makes those adjustments. The SLP's plan is organized around clear goals, is evidence-based, and correlates to the goals of the students being served.	SLP plans to appraise the therapeutic services of the school-based program is diagnostically aligned to the students being served. The SLP utilizes multiple sources of evidence, and establishes a clear path toward improving the service delivery on an ongoing basis based upon the needs of the student in the learning environment.

Domain 2: The Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creating an Environment of Respect and Rapport Establishing Rapport with Students	Interactions between the SLP and the students are negative or inappropriate; students' affect and participation in therapy indicate discomfort with the therapist. SLP is insensitive to students' ages, cultural backgrounds, and developmental levels.	Interactions between the SLP and the students are generally appropriate, but include occasional inconsistencies and disregard for students' ages, cultures, and developmental levels. Students appear to be moderately comfortable in the therapy setting.	Interactions between the SLP and the students are positive and respectful, and reflect genuine caring and empathy for the needs of the students. Students' affect and participation indicate their receptivity to the provision of therapy.	Interactions between the SLP and the students are positive, respectful, and incorporate individual needs as appropriate. Students demonstrate behavior aligned with the expectations that have been established within the therapeutic setting. The students are fully engaged in the evaluation and therapy activities as evidenced by at least one of the following behaviors: coming to scheduled

				therapy sessions independently, cooperating during expected tasks, and/or implementing acquired skills.
2b. Managing Therapeutic Procedures Management of Therapeutic Group(s) *	Therapy activities and groupings of students are inappropriate to meet the goals set for the students involved in therapeutic services resulting in little to no student engagement.	Therapy activities and groupings of students are moderately appropriate to achieve the goals set for the students involved in therapeutic services resulting in moderate student engagement.	Therapy activities and groupings of students are fully appropriate to achieve the goals set for the student(s) involved in therapy. Students are fully engaged and the therapy sessions illustrate a level of challenge to achieve the intended performance from the students.	Therapy activities and grouping of students are highly engaging and effective in achieving the goals set for the students involved in therapy. As applicable, the students are able to demonstrate independence in the execution of the therapeutic activities and resulting in improved performance from students.
2b. Managing Therapeutic Procedures Management of Transitions *	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, students assuming some responsibility for efficient operation.
2b. Managing Therapeutic Procedures Management of Materials, Supplies and Equipment *	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
2c. The Environment Establishing Expectations	No standards of conduct appear to have been established and/or students are unaware of the expectations.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to students and staff.	Standards of conduct are clear to all students and staff and are clearly evidenced through multiple mediums.
2c. The Environment Monitoring of Student Behavior	Student behavior is not monitored, and the SLP is unaware of what students are doing.	SLP is generally aware of student behavior but may miss the behavior of some students.	Monitoring by SLP is subtle and proactive.	SLP is alert to student behavior at all times and employ strategies that maintain student attention or momentum.
2c. The Environment Response to Student Behavior	SLP does not respond to behavior.	SLP responds inconsistently to student behavior.	SLP responds to behavior appropriately.	SLP responds to behavior appropriately, respects the students' dignity and is sensitive to students' individual needs.
2d. Organizing Physical Space Organization and Use of Space	The available therapy space is disorganized and/or unsafe. The SLP makes no attempt to modify available space or to find alternative space.	The available space is fairly organized. The SLP makes some attempt to modify the available space or to find an alternative space.	The available space is organized. The SLP adapts or modifies the available space to meet the need of the students receiving therapeutic services or finds an alternative space.	The available space is very well organized and well suited to the planned therapeutic activities. The SLP effectively adapts/modifies the available space to meet the needs of students or find alternative space.

Domain 3: Delivery of Service	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Demonstrating Knowledge of Content Demonstrating knowledge and skill in school-based therapy	SLP's plan and practice demonstrates little or no knowledge and skill in the application of speech pathology within a school-based program. Plans reflect a narrow range of therapeutic approaches suitable to address the development of appropriate communication skills.	SLP's plan and practice demonstrates basic knowledge and skill in the application of speech therapy within a school-based program. The plans display limited understanding of the range of therapeutic approaches suitable to address the development of appropriate communication skills.	SLP's plan and practice demonstrates thorough knowledge and skill in the application of speech therapy with a school-based program. The therapist's plans reflect familiarity within a wide range of therapeutic approaches suitable to address the development of communication skills. The plans are specific to the identified needs of the student(s) receiving services.	SLP's plan and practice demonstrates extensive knowledge and skill in the application of therapeutic services within a school-based program. The therapeutic practices/interventions build upon knowledge of best practices. The therapist's plans and practice illustrates familiarity with a wide range of therapeutic approaches and anticipating student difficulty, and proactively incorporates supports to address those difficulties.
3b: Communication Directions and Procedures	SLP directions and procedures are confusing to students or are presented at an inappropriate level.	SLP directions and procedures are clarified after initial student confusion or are excessively detailed.	SLP directions and procedures are clear and concise to students and contain an appropriate level of detail.	SLP directions and procedures are clear and concise to students and anticipate possible student misunderstandings.
3b: Communication Language and Usage	SLP language is unclear. Language contains grammar and syntax errors. Vocabulary is inappropriate, vague, or used incorrectly.	SLP language is clear. Vocabulary is correct but limited or is not appropriate to students' age/instructional level.	SLP language is clear and correct. Vocabulary is appropriate to student age/instructional level.	SLP language is correct and expressive, with well-chosen vocabulary that enriches the lesson and is appropriate to student age/instructional level.
3b: Communication Feedback	Feedback to students is not provided in a timely manner or is of poor quality.	Feedback to students is inconsistent in quality, timeliness and does not take into account age/instructional level.	Feedback is consistently provided in a timely manner and takes into account age/instructional level.	Feedback to students is consistently high quality, timely and takes into account age/instructional level.
3b: Communication Use of Adaptations	The SLP adaptations are not appropriate for student's functioning levels, resulting in limited or no student participation.	The SLP adaptations are basic and do not target all students. Minimal student participation.	The SLP adaptations have been targeted to extend student performance. Student participation in the session has been extended to attain educational Objectives and encourage independent performance as appropriate.	The SLP adaptations have been targeted to extend student performance and allow time for student's differentiated response. Student participation in the session has been extended to attain educational objectives and encourage independent performance as appropriate. Adaptations are culturally and developmentally appropriate.
3c: Therapy Session Maintaining Student	Student equipment is lacking or inappropriate. SLP does not respond to	SLP occasionally recommends equipment but it is sometimes	SLP consistently recommends equipment that supports student's	SLP has an extensive knowledge of a variety of equipment. SLP consistently recommends

Equipment	staff requests to service equipment. SLP fails to train staff on use of equipment.	inappropriate or does not support student needs. SLP is able to identify when equipment needs service, but cannot make appropriate repairs or adjustments. SLP provides some rudimentary training for staff on equipment.	needs. SLP consistently responds to staff requests to serve equipment and can make minor repairs or adjustments as needed. SLP provides thorough training for staff on equipment use. SLP works with outside vendor(s) to evaluate student needs.	equipment that supports student needs. SLP consistently responds to staff requests to service equipment and make all repairs/adjustments as needed. SLP anticipates future needs for equipment and advocates for student by leading the team (including outside vendors) on equipment selection
3c: Therapy Session Planning Therapy Services to Meet the Needs of Students in Their Learning Environment	The plan for therapy services consists of a random collection of unrelated activities. The plans lack relevant clinical rationale, coherence, and are unrelated to the student's curriculum and/or demands of the learning environment.	The plan for therapy services is based on relevant clinical rationale, but does not fully address the students' needs to participate in the curriculum and/or access the learning environment.	The plans for coherent therapy services are based on relevant clinical rationale, include diagnostically relevant activities, and are related to the student' ability to access the curriculum across learning environments.	SLP plans are coherent, allow for student choice and serve to support students' skill acquisition. The plans facilitate generalization across settings.
3c: Therapy Session Structure and Pacing	The therapy has no clearly defined structure, or the pacing of the session is inappropriate.	The therapy has a recognizable structure, although it is not uniformly maintained throughout the session. Pacing of the session is inappropriate.	The therapy has clearly defined structure around which the activities are organized. Pacing of the session is appropriate.	The therapy's structure is highly coherent, allowing for reflection and closure. Pacing of the session is appropriate and adapted, if needed, for students.
3c: Therapy Session Demonstrating Flexibility and Responsiveness	SLP adheres to the therapy in spite of evidence of poor student understanding or lack of interest.	SLP makes minimal adjustments to the therapy session. The flow of the session is interrupted.	SLP makes adjustments to the therapy session. The flow of the therapy is not interrupted.	SLP is highly responsive to student' interests and questions, making adjustments to the therapy session, and persists in ensuring the success of all students.
3d: Assessing Student Performance Criteria and Standards	The SLP's proposed assessment does not consider the progress as per IEP goals.	Assessment criteria minimally take into account progress on IEP goals and are not clear or have not been communicated to students/staff, if appropriate.	Assessment criteria are clear, reflect progress as stated in the IEP goals and have been communicated to students/staff.	Assessment criteria are clear, reflect progress as stated in the IEP goals and have been clearly communicated to students/staff. Students may contribute to assessment through self-monitoring or self-assessment.
3d: Assessing Student Performance Use for Planning	The assessment results only minimally affect planning for these students.	SLP uses assessment results to plan for therapy/activity.	SLP uses assessment results to plan for individuals and groups of students to work towards therapeutic and IEP goals.	SLP uses assessment results to plan for individuals and groups of students and reflects collaboration across discipline and/or related services. Students are aware of how they are meeting the established therapeutic and IEP goals and participate in planning the next steps, when appropriate.
3d: Assessing	Progress is not	Progress is documented	Progress is documented	Progress towards goals is

Student Performance	documented or reported to school district and/or parent.	but not reported to parent.	and reported to parent.	reflected in lesson plans. Data is collected and effectively reported to school district and/or parents.
Using Goals and Objectives				

Domain 4: Professional Responsibilities	Ineffective	Developing	Effective	Highly Effective
4a. Maintaining Accurate Records and Organization	SLP has no system for maintaining information on student progress, the system is in disarray, or is inaccurate.	SLP system for maintaining information on student progress is rudimentary and partially effective.	SLP system for maintaining information on student progress is effective, and can be easily and accurately reported to students and parents.	SLP system for maintaining information on student progress is effective and can be easily and accurately reported to students and parents. Support personnel are able to access and utilize the system.
Data Collection				
4a. Maintaining Accurate Records and Organization	SLP does not meet deadlines.	SLP is often unaware of approaching deadlines and takes excessive time from instruction for task completion. SLP meets some deadlines.	SLP meets all deadlines.	SLP meets all deadlines in advance of due date.
Timelines				
4a. Maintaining Accurate Records and Organization	SLP lacks time-management skills. This results in confusion, missed deadlines for evaluations and meetings, an inconsistent therapy schedule, or not completing paperwork in a timely manner. SLP does not communicate with teachers regarding deliberate schedule changes.	SLP time-management skills are moderately well developed. The SLP meets deadlines for evaluations and meetings, sees some students for therapy based on the set schedule, and completes some paperwork in a timely manner. SLP is inconsistent in communicating with teachers regarding deliberate schedule changes.	SLP time-management skills are effective. The SLP has clearly defined schedules for student therapy, meets deadlines for paperwork and completes the preparations necessary for student meetings in an effective manner. SLP communicates with teachers regarding deliberate schedule changes as necessary.	SLP demonstrates excellent time-management skills. The SLP completes all timelines for evaluating students, prepares effectively for student meetings, provides therapy for students on his/her caseload, and establishes a cohesive schedule that is executed in both an efficient and dependable manner. SLP utilizes time for consultations with staff and/or preparation of adaptive materials that will assist in fulfilling the needs of students. SLP is proactive in communicating with teachers regarding all schedule changes.
Organizing Time Effectively				
4b. Communicating with Families and Staff	SLP provides no information to parents and does not respond or responds insensitively to parent concerns about students.	SLP provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	SLP frequently provides information to parents on both positive and negative aspects of student information.	SLP frequently provides information to parents on both positive and negative aspects of student information. Response to parent concerns is handled with great sensitivity.
Parent Communication				
4b. Communicating with Families and Staff	SLP does not provide information in the IEP	SLP communicates oral and written information	SLP communicates oral and written information	SLP effectively communicates oral and

Staff Communication during the IEP Process	of current levels of function that apply to educational concerns. The educational relevance is unclear from the written IEP and the discussions during the IEP process.	in the IEP process but it is unclear to IEP team members.	effectively in the IEP process. Abbreviations and jargon are avoided or explained.	written information during the IEP process. SLP provides the IEP team members with information regarding student performance from a variety of sources.
4b. Communicating with Families and Staff Response to General Education Teachers and/or Other Professionals	SLP fails to respond to concerns and questions of general education teachers and/or other professionals. SLP does not provide information or training to other team members.	SLP responds to concerns and questions, but fails to respond promptly or to address all issues. SLP only informs or trains team members upon request.	SLP responds to concerns and questions in a timely fashion, seeking answers when not readily available. SLP provides team members with appropriate information and training.	SLP anticipates concerns and questions from team members and initiates contact.
4c: Contributing to the School and District Relationships with Colleagues	SLP relationships with colleagues are negative or self-serving.	SLP maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. SLP takes initiative in assuming leadership among the faculty.
4c: Contributing to the School and District Participation in School and Cooperative Projects	SLP avoids becoming involved in school and cooperative activities.	SLP participates in school and cooperative activities when specifically asked.	SLP volunteers to participate in school and cooperative activities, making a contribution.	SLP volunteers to participate in school and cooperative activities making a substantial contribution, and/or assumes a leadership role in a major school or cooperative activity.
4d. Professional Growth Enhancing Professional Knowledge and Skills	SLP does not participate in professional development activities to enhance knowledge or skills.	SLP participates in some professional development activities to enhance knowledge and skills.	SLP seeks out opportunities for professional development to enhance knowledge and skills.	SLP seeks out opportunities for professional development and shares information with others.

Framework for Teacher Evaluation and Support

See SEED website: http://www.connecticutseed.org/?page_id=805

Appendix B: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-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 time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

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 C: Flexibility in 2014-2015 and 2015-2016

The Somers Public Schools will be taking the Smarter Balanced Test in the spring of 2015. For the 2014-2015 school year, pending federal approval, teachers in areas that are assessed through CMT, CAPT or Smarter Balanced Assessments may use the results of an alternate standardized assessment en lieu of the CMT, CAPT or Smarter Balanced Assessment results. In addition, for schools that select the SPI as their measure of the 5% - Whole School Learning Indicator – it will not be possible to calculate an SPI for the 2014-2015 school year due to the change in testing. Therefore, in those schools, the 5% will be absorbed into the 45% for SLOs, such that SLOs will be weighted 50% of their evaluation.

For the 2015-2016 school year, any flexibilities, approved by the federal government in regards to the use of the CMT, CAPT and/or Smarter Balanced Assessments to determine the 45% SLO rating, will be offered to teachers in tested subjects and grade levels. In addition, if an SPI is not available, those schools that select the SPI as their measure of the “5% - Whole School Learning Indicator,” will combine the 5% with the 45% for SLOs, such that SLOs will be weighted 50% of their evaluation.

Appendix D: Data Management Protocols

On or before September 15 of each year, the professional development and evaluation committee will review and report to the Somers Board of Education the user experience and efficiency of the district’s data management system used to manage evaluation plans. The data management system used to manage evaluation plans will be selected by the Board with consideration given to the functional requirements and efficiencies identified by the professional development and evaluation committee.

Data entered into the data management system shall be:

- Limited to artifacts, information or data identified in a teacher’s evaluation plan as an indicator to be used for evaluating such individual and to optional artifacts as mutually agreed upon by the teacher and evaluator,
- Accessible to the teacher’s evaluator(s), Superintendent (or his/her designee), and the Director of Curriculum. Individual teacher data may not be shared with or transferred to another district or entity (except as provided by the Connecticut General Statutes) without the teacher’s consent.

Pursuant to CGS 10-151b(c) and 10-151i, the SDE maintains the right to conduct audits and to collect summative teacher ratings annually. All identifiable student data within the District’s data management system is confidential and subject to state and federal laws involving student privacy and confidentiality. All individuals with access to confidential student data, be they District employees, State employees or third party organizations with access to the system are prohibited from disclosing that information in any manner outside that proscribed by law. To ensure that data is not inappropriately accessed or disclosed, the data management system used by the District will include a process for logging the names of authorized individuals who access a teacher’s evaluation information.

ADMINISTRATOR EVALUATION MODEL AND DEVELOPMENT

Introduction

This section outlines the model for the evaluation of school and school district administrators in Somers. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the District. The District's administrator evaluation 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 their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes 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
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and/or district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

The model includes a level of performance *exemplary* 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. It provides a structure for the ongoing development of principals and other administrators so that we have a basis for assessing their strengths and growth areas so they have the feedback they need to get better. 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.

The model described here was built on both research on principal evaluation and the practice of states across the country and within Connecticut. The model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The model does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the model.

As noted, the model applies to all administrators holding an 092 license. Because of the fundamental role that principals 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 principals and central office administrators, we note those.

Core Design Principles

This model for the evaluation of principals and other administrators is based on four core design principles.

- 1. Focus on what matters most:** The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, the bulk of this model focuses on these two categories. In addition, some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.
- 2. Emphasize growth over time:** The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.

3. **Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.
4. **Consider implementation at least as much as design:** We tried to avoid over-designing the system because it should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

THE MODEL'S FOUR CATEGORIES

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

Category #1: 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.

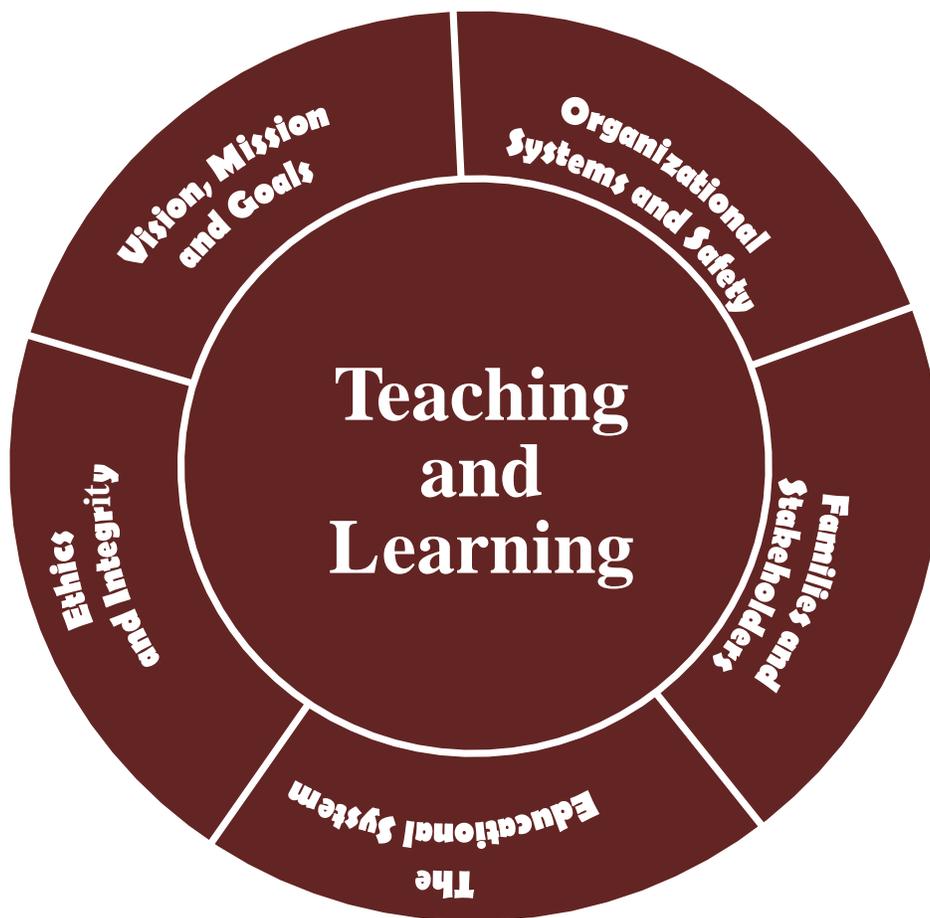
Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective 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 half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 1: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals 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 we know that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric (Appendix G)**, or a consolidated version of that rubric if approved by the PD&E Committee, 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*.

Examples of Evidence (Appendix H) 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. We recommend that as evaluators learn and use the rubric, they review these Examples of Evidence and generate additional examples from their own experience that could also be evidence of Proficient practice.

See **Figure 2** for an excerpt from the rubric. The full rubric can be found in **Appendix G**.

STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. 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: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings from evidence collected from applicable indicators in the Connecticut School Leadership Standards.

Figure 2: An excerpt from the Leader Evaluation Rubric

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.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.**

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals		increasingly uses data to set goals for students. shapes a vision and mission based on limited data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

***Leader:** Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

****Staff:** All educators and non-certified staff

Arriving at a 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:

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 particular focus on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** A new administrator is considered anyone who has been in their position for less than two years.
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 their 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. (Supported by the "Summative Rating Form," **Appendix B.**)

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on Teaching and Learning	At least <i>Proficient</i> on Teaching and Learning	At least <i>Developing</i> on Teaching and Learning	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations	At least <i>Proficient</i> on at least 3 other performance expectations	At least <i>Developing</i> on at least 3 other performance expectations	or
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		<i>Below Standard</i> on at least 3 other performance expectations

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on at least half of measured performance expectations	At least <i>Proficient</i> on at least a majority of performance expectations	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard</i> on at least half of performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

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.

APPLICABLE SURVEY TYPES

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

The survey(s) selected by a district for gathering feedback 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). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning, or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so only the relevant portions of the survey's results should be incorporated into the evaluation model.

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

Director of Curriculum:

Principals
District committee members (TCC, PD, CCSS, etc.)
Teachers currently participating in a curriculum revision

Director of Pupil Service:

Principals
Pupil Services personnel
Relevant family members

Director of Technology

Principals
Media Specialists
Technology committee members

STAKEHOLDERS

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.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

Exceptions to this include:

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

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

1. Select appropriate survey measures aligned to the Connecticut 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 or on maintaining already high levels of satisfaction.

EXAMPLES OF SURVEY APPLICATIONS:

Example #1:

School #1 has mid-range student performance results and is working diligently to improve outcomes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the Connecticut Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s Principal Evaluation system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Connecticut Leadership Standard #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: “Proficient”	

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

STATE MEASURES OF ACADEMIC LEARNING

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

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

See **Appendix D** for a complete definition of Connecticut’s measures of student academic learning, including a definition of the SPI.

Note: All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, we recommend that it count as 50% of a principal’s state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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, using the table below:

	Target (4)	Target (3)	Target (2)	Target (1)
SPI progress for SPIs between 64 and 88	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
SPI progress for SPIs > 88	Maintained		SPI dropped to between 87 and 88	SPI dropped below 87
SPI subgroup progress - more than 10 SPI Pt. difference	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
SPI subgroup progress - less than 10 SPI Pt. difference	Maintained		Subgroup SPI falls to between a 10 and 12 point difference.	Subgroup SPI dropped to greater than 12 points below whole school SPI

Step 2: Scores are weighted:

	With 5 Sub groups	With 4 Sub groups	With 3 Sub groups	With 2 Sub groups	With 1 Sub groups	Without Sub Groups
School Performance Index (SPI) progress from year to year	50%	60%	70%	80%	90%	100%
SPI progress for student subgroups	50% (10% ea)	40% (10% ea)	30% (10% ea)	20% (10% ea)	10% (10% ea)	0%

***Subgroup scores should be averaged to determine subgroup progress.**

***Schools in the “without subgroup” category must have no subgroup scores for both the current year as well as the preceding year.**

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
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

See **Appendix E** for sample calculations of evaluation ratings for administrators in schools with different SPI ratings and levels of progress.

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) or for any administrator who does not have a direct responsibility for tested subjects (such as the Director of Technology), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

LOCALLY-DETERMINED MEASURES

Administrators establish three student learning objectives (SLOs) on measures they select. 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 principal evaluation.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	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 principal 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 principal 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 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 SLOs and indicators:

Grade level	SLO	Indicator of Academic Growth and Development
2nd Grade	Students will acquire grade level appropriate reading skills.	80% of second graders will make at least one year's growth in their reading skills as measured by Fountas and Pinnell guided reading levels as aligned to the CCSS.
Middle School Science	Students will demonstrate an understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the 8 th grade CMT section concerning science inquiry.

High School	Students will earn the requisite number of credits each year to graduate within four years.	95% of students complete 10th grade with 12 credits.
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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 unfold in this way:

- 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. 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.
- 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 all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objectives and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

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

		State Test Portion			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	<i>Gather further information</i>	Developing	Developing	Below Standard

Category #4: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (SLOs) – is 5% of an administrator’s evaluation.

Improving teacher effectiveness 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 effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the administrator evaluation model also assesses the outcomes of all of that work.

As part of 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 principals not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
>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

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.

WHY NOT INCLUDE OTHER OPTIONS FOR MEASURING TEACHER EFFECTIVENESS?

We explored several other options for measuring teacher effectiveness, but ran into obstacles. For example:

- One measure of a principal’s influence on teacher effectiveness is the degree to which he/she retains high performers. However, principals vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.
- Another measure of a principal’s influence on teacher effectiveness is whether teachers’ overall evaluation ratings improve. However, we wanted to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

The state will continue to explore measures of teacher effectiveness.

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. We describe an annual cycle (see **Figure 3** on the next page) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process. We also know that the process can easily devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, we encourage two things:

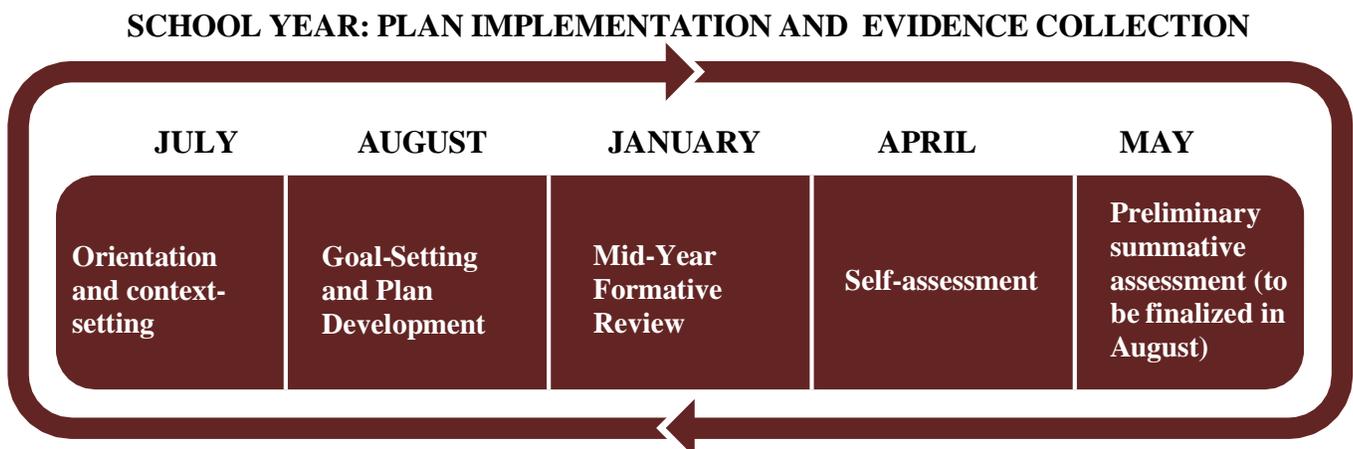
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Overview of the Process

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.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

Figure 3: This is a typical cycle:



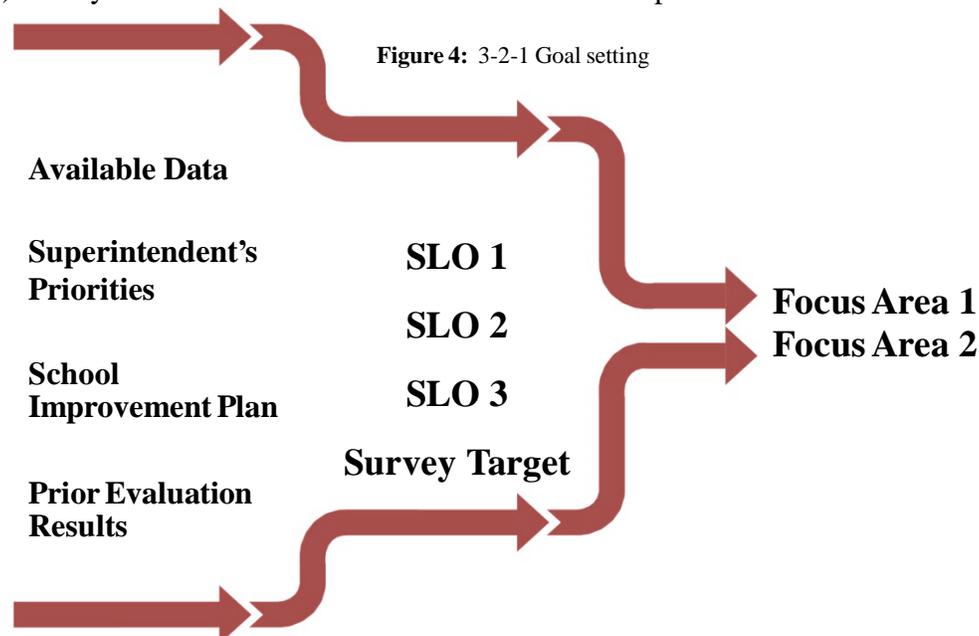


Step 1: Orientation and Context-Setting: To begin the process, the administrator needs five things to be in place:

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:

Only #5 is required by the approved guidelines, but the data from 1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development: Before a school year starts, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. We call this “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting three student learning objectives (see **page 66** for details) and one target related to stakeholder feedback (see **page 58** for details).

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which Proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation 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 following completed form represents a sample evaluation plan.**

This goal-setting form is to be completed by the administrator. 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.

SAMPLE EVALUATION PLAN

Administrator Name

Evaluator's Name

School

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals (3 SLOs and 1 Survey)	Leadership Practice Focus Areas (2)	Strategies	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
<p>ELL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.</p> <p>80% of students complete 10th grade with 12 credits</p> <p>87% of 10th graders are proficient in reading, as evidenced by CAPT scores.</p> <p>75% of students report that teachers present material in a way that is easy for them to understand and learn from.</p>	<p>SLO 1: Increase ELL cohort graduation rate by 2% and the extended graduation rate by 3%.</p> <p>SLO 2: 90% of students complete 10th grade with 12 credits.</p> <p>SLO 3: 95% of students are reading at grade level at the end of 10th grade.</p> <p>Survey 1: Students are taught in a way that meets their diverse learning needs.</p>	<p>Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C).</p> <p>Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction (PE: 2, E B).</p>	<p>Use current data to provide regular updates to families on student progress and needs for improvement.</p> <p>Ensure students have access to resources and opportunities that extend learning beyond the classroom walls.</p> <p>Provide staff the necessary resources to use evidence-based strategies and instructional practices to meet the diverse learning needs of their students.</p>	<p>ELL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.</p> <p>90% of students have at least 12 credits when entering the 11th grade.</p> <p>Summative assessments indicate that 95% of students are reading on grade level at the end of 10th grade.</p> <p>90% of students report by survey response that teachers present material in a way they can understand and learn from.</p>	<p>Support needed in reaching out to the ELL student population to increase awareness of the graduation requirements and benefits.</p> <p>Work with school scheduler to ensure students are enrolled in credit earning courses in 9th and 10th grades.</p>	<p>2012-13 school year</p>

DO YOU HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation plan is likely to drive continuous improvement:

1. Are the goals clear and measurable, so that you will know whether you have achieved them?
2. Can you see a through-line from district priorities to the school improvement plan to the evaluation plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

Step 3: Plan Implementation and Evidence Collection: As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting (see box on the next page for some examples). We recommend that evaluators plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED data system for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, we don't prescribe any evidence requirements. Rather, we rely on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation plan on page 75, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where the Administrator is present
- Communications to Parents and Community
- Conversations with Staff
- Conversations with Students
- Conversations with Families
- Presentation at Board of Education meetings, community resource centers, parent groups, etc.

Further, the evaluator may want to establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should 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 might be planned at 2-to 3-month intervals.

A note on the frequency of school site observations: State guidelines call for administrator to include:

- 2 observations for each administrator with two or more years of experience in his/her current position.
- 4 observations for any administrator new to their district, school, the profession, or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review: Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for 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 and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 5: Self-Assessment: In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

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

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

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. We believe that including the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for self-reflection to inform their rating for the year.

The administrator submits their self-assessment to their evaluator.

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, 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 principal, 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 effectiveness ratings, the evaluator may 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 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.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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 3 student learning objectives 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 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 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 categories of steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from an administrator's performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) 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.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED POINTS			110

Rating Table

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

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness (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), 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 point are then translated to a rating using the rating table below.

Category	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

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

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

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 Leadership Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating.

If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the evaluation should examine the data and gather additional information in order to make a final rating.

<i>Summative Rating Matrix</i>		<i>Practice Related Indicators Rating</i>			
		Exemplary	Proficient	Developing	Below Standard
<i>Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	<i>Gather further information</i>	Developing	Developing	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 the evidence 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.

SUPPORT AND DEVELOPMENT

Evaluation-Based Professional Learning

Throughout the evaluation process, each administrator will be identifying their professional learning needs in mutual agreement with his/her evaluator and will participate in ongoing conversations about his/her practice and impact staff effectiveness, student outcomes and stakeholder satisfaction. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. Once identified, the administrator will have multiple options for addressing their professional learning needs:

- They may access the district's professional development library and use the books, DVDs and coaching materials contained therein.
- They may avail themselves of on-line professional learning opportunities aligned to their individual needs.
- They may participate in district provided professional development targeted to their specific area(s) of concern.
- They may also seek out-of-district professional learning experiences as time and funding allows.

The evaluation process may also reveal areas of common need among administrators, which can then be targeted with small group professional development opportunities if appropriate. In all cases, the nature of the professional learning opportunities selected must support the improvement of areas identified as in need of improvement through the goal setting process, the observation of practice or the feedback provided by stakeholders. Time during the summer and school vacations will be made available for 12 month administrators to pursue some of these professional learning opportunities. Additional time may be requested through the professional development request process. For 10 month administrators, time may be requested through the professional development request process.

Improvement and Remediation Plans

If an administrator is rated as *developing* or *below standard*, it signals the need for the evaluator to create an individual improvement and remediation plan. The improvement and remediation plan must be developed in consultation with the administrator and his/her exclusive bargaining representative. Improvement and remediation plans must:

- Identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- 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 evaluator may adopt a different level of support depending on need:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. 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 of all administrators.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading district level committees or initiatives; and focused professional development based on goals for continuous growth and development.

Definition of Effectiveness and Ineffectiveness

Non-tenured administrators shall generally be deemed effective if said administrator receives *proficient* ratings for all but their first year in their position. A rating of *developing* in the first year will not necessarily be grounds for deeming an administrator ineffective if there is a pattern of growth in year two. Superintendents shall offer a contract to any administrator he/she deems effective at the end of year four (or two if the administrator previous gained tenure in another district). This shall be accomplished through the specific issuance to that effect.

A post-tenure 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

A panel, composed of the superintendent, administrator union president and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.

Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Ensuring Fairness and Accuracy

All evaluators are required to complete training on the SEED 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.

Appendices

Appendix A: Connecticut Administrator Evaluation/Sample Summative Rating Form

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA.

Administrator Name

Evaluator's Name

School

PRACTICE RATING				
Performance Expectations and Elements	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: Leadership Practice Rating (Decision Rule 1)				
Stakeholder Feedback	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
Target 1				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Stakeholder Feedback Rating (Decision Rule 2)				
USE DECISION RULE 3 TO COMPLETE THE OVERALL PRACTICE RATING BELOW				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
OVERALL PRACTICE RATING				

OUTCOME RATING				
State Assessment Results	>3.5	2.5 – 3.5	1.5 – 2.4	<1.5
Score				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
State Assessment Rating				
Student Learning Objectives	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
SLO 1				
SLO 2				
SLO 3				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Student Learning Objectives Rating				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Overall Student Learning				
Teacher Effectiveness Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Rating				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
OVERALL OUTCOMES RATING				

Appendix B: Sample State Assessment Ratings

A SCHOOL WITH AN SPI OF 88 OR GREATER:

Measure	Score Description	Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	No target because of high performance	4	0.6	2.4
SPI progress for student subgroups	Meets target for 3 of 4 subgroups	2.75	0.4	1.1
Score:				3.5
Rating				Exemplary

A SCHOOL WITH AN SPI BETWEEN 88 AND 64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 4 out of 5 subgroups	2.8	0.5	1.4
Score:				2.9
Rating				Proficient

A SCHOOL WITH AN SPI < 64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.7	2.1
SPI progress for student subgroups	Meets target for 2 of 3 subgroups	2.7	0.3	0.8
Score:				2.9
Rating				Proficient

Appendix C: The Relationship between SPI and SLO
(for tested grades and subjects)

The table below provides an example of how to increase percent proficiency and SPI for a school with 100 students.

Desired Outcome	Necessary Achievement Results	Sample Aligned SLO
Increase percent Proficiency by 9%	9 students move from Basic or Below Basic to Proficient.	Increase reading proficiency in English Language Learners subgroup* by a minimum of 9% annually as measured by CMT.
Increase SPI by 3 points	9 students move from a lower performance level to a higher performance level.	Increase mathematics proficiency for every student in the Economically Disadvantaged students subgroup* by one or more proficiency levels as measured by CMT.

*This sample assumes the cohorts contain no fewer than 9 students.

Appendix D: Leader Evaluation Rubric

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ 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 staff² and high expectations for student performance.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1. Information & analysis shape vision, mission and goals</i></p> <p>Exclude: APs from vision and mission</p>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
<p><i>2. Alignment to policies</i></p> <p>Exclude: APs</p>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
<p><i>3. Diverse perspectives, collaboration, and effective learning</i></p> <p>Exclude: APs from vision and mission</p>	<p>provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals.</p> <p>creates a vision, mission and goals that set low expectations for students.</p>	<p>offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals.</p> <p>develops a vision, mission and goals that set high expectations for most students.</p>	incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	collaboratively creates a shared vision of high expectations with all stakeholders ³ and builds staff capacity to implement a shared vision for high student achievement.

¹**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²**Staff:** all educators and non-certified staff

³**Stakeholders:** a person, group or organization with an interest in education

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 commitments among all stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1. Shared understandings guide decisions & evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>develops 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.</p>	<p>engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</p>
<p><i>2 and 3 combined—Communicates vision; Advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<p>publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Analyzes data to identify needs and gaps between outcomes and goals</i>	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
<i>2 and 3 combined—Uses data and collaborates to design, assess and change programs</i>	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school’s vision, mission and goals.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
<i>3. Identifies and addresses barriers to achieving goals</i>	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school’s vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
<i>4. Seeks and aligns resources</i>	is unaware of the need to seek or align resources necessary to sustain the school’s vision, mission and goals.	aligns resources to some initiatives related to the school’s vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	builds capacity of the school and its staff to provide services that sustain the school’s vision, mission and goals. prioritizes the allocation of resources to be consistent with the school’s vision, mission and goals.

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1. Closes achievement gaps</i></p> <p>Exclude: DoT</p>	<p>is unaware of the achievement gap¹.</p> <p>is working toward improvement for only some students.</p>	<p>uses student outcome data to build their own awareness of achievement gaps.</p> <p>is developing a personal commitment to improvement for all students.</p>	<p>develops shared understanding and commitment to close achievement gaps¹ so that all students achieve at their highest levels.</p>	<p>regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions.</p> <p>establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.</p>
<p><i>2. Supports and Evaluates Professional Development</i></p>	<p>provides professional development that is misaligned with faculty and student needs.</p> <p>does not monitor classroom instruction for the implementation of professional development content.</p>	<p>provides professional development for staff that addresses some but not all needs for improvement.</p>	<p>supports and evaluates professional development to broaden faculty² teaching skills to meet the needs of all students</p>	<p>works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs.</p> <p>collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.</p>

¹**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

²**Faculty:** certified school faculty

<p><i>3 and 4 combined – Fosters Inquiry and Collaboration for Improvement</i></p>	<p>establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies.</p> <p>is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>models learning and seeks opportunities for personal growth.</p> <p>encourages staff collaboration and growth to improve teaching and learning.</p>	<p>seeks opportunities for personal and professional growth through continuous inquiry.</p> <p>fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</p>	<p>develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</p> <p>builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</p>
<p><i>5. Supports Teacher Reflection and Leadership</i></p>	<p>provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p>provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</p>	<p>provides time and resources for teacher collaboration and builds the capacity.</p> <p>of teachers to lead meetings focused on improving instruction.</p> <p>builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<p><i>6. Provides Feedback to Improve Instruction</i></p>	<p>ineffectively uses data, assessments or evaluation methods to support feedback.</p> <p>does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>provides sporadic feedback based on data, assessments or evaluations.</p> <p>monitors some teachers' practice for improvements based on feedback.</p>	<p>provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</p>	<p>provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards</i></p> <p>Exclude: DoT, DoPS Exclude: Alignment and Development for APs and BPs</p>	<p>is unaware of how to align curriculum with standards, instruction and assessments.</p>	<p>builds their own understanding of state and national standards.</p> <p>develops curriculum, instruction and assessment methods that are loosely aligned to standards.</p>	<p>develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.</p> <p>ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</p>	<p>builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.</p> <p>monitors and evaluates the alignment of all instructional processes.</p>
<p><i>3. Improves Instruction for the Diverse Needs of All Students</i></p>	<p>supports the use of instructional strategies that do not meet the diverse learning needs of students.</p>	<p>uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.</p>	<p>uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹.</p>	<p>builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.</p> <p>works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.</p>

¹Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Indicator	Below Standard	Developing	Proficient	Exemplary
4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	<p>is unaware of how to analyze student progress using student work.</p> <p>supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<p>develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p>	<p>empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>
5. <i>Provides Resources and Training for Extended Learning</i>	<p>identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<p>provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</p>	<p>builds strong faculty commitment to extending learning beyond the classroom.</p> <p>collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>
6. <i>Supports the Success of Faculty and Students as Global Citizens¹</i>	<p>focuses only on established academic standards as goals for student and staff skills.</p> <p>provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</p>	<p>assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</p>	<p>establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens.</p> <p>faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</p>

¹A **Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1 and 2 combined– Uses Multiple Sources of Information¹ to Improve Instruction</i></p> <p>Exclude: DoT</p>	<p>monitors limited sources of student information and staff evaluation data.</p> <p>does not connect information to school goals and/or instruction.</p>	<p>develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</p> <p>is learning to use multiple sources of information to identify areas for improvement.</p>	<p>uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.</p>	<p>builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.</p> <p>empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</p>
<p><i>3. Staff Evaluation</i></p> <p>Exclude: DoC</p>	<p>conducts occasional classroom observations for some staff.</p> <p>does not connect evaluation results to professional development or school improvement goals.</p>	<p>completes evaluations for all staff according to stated requirements.</p> <p>uses some evaluation results to inform professional development.</p>	<p>implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</p>	<p>sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers.</p> <p>develops and supports individual staff learning plans and school improvement goals based on evaluations.</p>
<p><i>4. Communicates Progress</i></p>	<p>provides limited information about student progress to faculty and families.</p>	<p>provides updates on student progress to faculty and families.</p>	<p>interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.</p>	<p>builds the capacity of all staff to share ongoing progress updates with families and other staff members.</p> <p>consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.</p>

¹**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

LEADER EVALUATION RUBRIC

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.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1. Safety and security plan</i></p> <p>Exclude: DoT, DoPS and DoC</p>	<p>insufficiently plans for school safety.</p>	<p>develops a safety and security plan and monitors its implementation.</p> <p>creates minimal engagement with the community around safety plan.</p>	<p>develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.</p>	<p>continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.</p>
<p><i>2. Positive school climate for learning</i></p> <p>Exclude: DoT</p>	<p>is unaware of the link between school climate and student learning.</p> <p>acts alone in addressing school climate issues.</p>	<p>seeks input and discussion from school community members to build his/her own understanding of school climate.</p> <p>plans to develop a school climate focused on learning and social/emotional safety.</p>	<p>advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.</p>	<p>supports ongoing collaboration from staff and community to review and strengthen a positive school climate.</p> <p>develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.</p>
<p><i>3. Community norms for learning</i></p> <p>Exclude: DoC</p>	<p>uses his/her own judgment to develop norms for behavior.</p> <p>does not consistently implement or monitor norms for accountable behavior.</p>	<p>develops and informs staff about community norms for accountable behavior.</p> <p>monitors for implementation of established norms.</p>	<p>involves families and the community in developing, implementing and monitoring guidelines and school/community norms for accountable behavior to ensure student learning.</p>	<p>builds ownership for all staff, community and students to develop and review community norms for accountable behavior.</p> <p>students, staff and parents all hold themselves and each other accountable for following the established norms.</p>

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1 and 4 combined – Evaluate and Improve operational systems</i></p>	<p>ineffectively monitors operational processes.</p> <p>makes minimal improvements to the operational system.</p>	<p>reviews existing processes and plans improvements to operational systems.</p>	<p>uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise.</p> <p>processes to improve the operational system.</p>	<p>continuously evaluates and revises school processes.</p> <p>plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.</p>
<p><i>2. Safe physical plant</i></p> <p>Exclude: DoT, DoPS, and DoC</p>	<p>maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.</p>		<p>ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.</p>	<p>develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.</p>
<p><i>3. Data systems to inform practice</i></p>	<p>uses existing data systems that provide inadequate information to inform practice.</p>	<p>monitors communication or data systems to provide support to practice.</p>	<p>facilitates the development of communication or data systems that assure the accurate and timely exchange of information to inform practice.</p>	<p>gathers regular input from faculty on new communications or data systems that could improve practice.</p> <p>seeks new capabilities and resources based on school community input.</p>
<p><i>4. Equipment and technology for learning</i></p> <p>Exclude: BPs, APs, DoPS and DoC</p>	<p>uses existing equipment and technology or technology that ineffectively supports teaching and learning.</p>	<p>identifies new equipment and technologies and/or maintains existing technology.</p> <p>is learning about how technology can support the learning environment.</p>	<p>oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.</p>	<p>develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.</p>

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1 and 2 combined – Aligns resources to goals</i></p> <p>Exclude: APs</p>	<p>operates a budget that does not align with district or state guidelines.</p> <p>allocates resources that are not aligned to school goals.</p>	<p>develops and operates a budget within fiscal guidelines.</p> <p>aligns resources to school goals and to strengthening professional practice.</p>	<p>develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</p> <p>seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</p>	<p>works with community to secure necessary funds to support school goals.</p> <p>aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>
<p><i>3. Recruits and retains staff</i></p> <p>Exclude: DoT</p>	<p>uses hiring processes that involve few recruiting sources.</p> <p>provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>reviews and improves processes for recruiting and selecting staff.</p> <p>provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p>implements practices to recruit, support and retain highly qualified staff.</p>	<p>involves all stakeholders in processes to recruit, select and support effective new staff.</p> <p>implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>
<p><i>4. Conducts staff evaluations</i></p> <p>Exclude: DoC</p>	<p>does not consistently implement district/state evaluation processes.</p> <p>evaluation results are not used to improve teaching and learning.</p>	<p>prioritizes and completes staff evaluation processes.</p> <p>is beginning to connect evaluation process and results to professional learning.</p>	<p>conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</p>	<p>coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>works with staff to connect evaluation processes to professional learning and instructional improvement.</p>

LEADER EVALUATION RUBRIC

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.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Accesses family and community resources</i></p> <p>Exclude: DoT and DoC</p>	<p>is unaware of how to access resources or support from families and the community.</p>	<p>reaches out to the broader community to access resources and support.</p> <p>secures community resources that are not consistently aligned to student learning.</p>	<p>coordinates the resources of schools, family members and the community to improve student achievement.</p>	<p>consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.</p>
<p>2. <i>Engages families in decisions</i></p>	<p>provides limited opportunities for families to engage in educational decisions.</p> <p>does not ensure that families feel welcome in the school environment.</p>	<p>welcomes family involvement in some school decisions and events that support their children's education.</p>	<p>welcomes and engages all families in decision-making to support their children's education.</p>	<p>engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.</p>
<p>3. <i>Communicates with families and community</i></p>	<p>uses limited strategies to communicate with families and community members.</p> <p>limits opportunities for families and community members to share input or concerns with the school.</p>	<p>shares information and progress with families.</p> <p>provides opportunities for families and community members to share input and concerns with the school.</p>	<p>uses a variety of strategies to engage in open communication with staff and families and community members.</p>	<p>uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.</p>

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Communicates effectively</i>	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with, and interact effectively with people.	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. <i>Understands and accommodates diverse¹ student and community conditions</i>	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
3. <i>Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. <i>Collaborates with community programs</i> Exclude: DoT and DoC	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. <i>Involves all stakeholders</i>	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

¹Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: 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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Collaborates with community agencies</i></p> <p>Exclude: DoT and DoC</p>	<p>works with community agencies when needed.</p> <p>provides limited access to community resources and services to children and families.</p>	<p>collaborates with some community agencies for health, social or other services.</p> <p>provides some access to resources and services to children and families.</p>	<p>collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.</p>	<p>proactively identifies and prioritizes essential resources and services for children and families.</p> <p>collaborates with community agencies to provide prioritized services and consistently evaluates service quality.</p>
<p>2. <i>Develops relationships with community agencies</i></p> <p>Exclude: DoC</p>	<p>develops limited relationships with community agencies.</p> <p>community partnerships inconsistently meet the needs of the school community.</p>	<p>develops relationships with community organizations and agencies.</p> <p>evaluates some partnerships to ensure benefit to agencies and school community.</p>	<p>develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.</p>	<p>develops ongoing relationships with community agencies aligned to school needs.</p> <p>assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.</p>
<p>3. <i>Applies resources to meet the needs of children and families</i></p>	<p>does not consistently align resources to the educational needs of the school.</p>	<p>aligns resources to the educational needs of students.</p> <p>supports the educational needs of most families.</p>	<p>applies resources and funds to support the educational needs of all children and families.</p>	<p>identifies educational needs of students and families and aligns all resources to specific needs.</p>

LEADER EVALUATION RUBRIC

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.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. <i>Equity and Social Justice</i> ¹	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. promotes social justice by ensuring all students have access to educational opportunities.
4. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> builds a shared commitment to protecting the rights of all students and stakeholders. maintains confidentiality, as appropriate.

¹**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
2. <i>Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
5. <i>Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
6. <i>Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	skillfully anticipates and overcomes challenges and collaborates with 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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Lifelong Learning</i>	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. <i>Support of Professional Learning</i>	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. <i>Allocates Resources Equitably</i>	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	allocates resources equitably to sustain a high level of organizational performance.	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. <i>Promotes Appropriate Use of Technology</i> Exclude: DoPS	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	promotes understanding of the legal, social and ethical use of technology among all members of the school community.	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. <i>Inspires Student Success</i>	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

LEADER EVALUATION RUBRIC

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.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1. Promotes public discussion about educational laws, policies and regulations</i></p> <p>Exclude: APs</p>	<p>does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.</p>	<p>follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.</p>	<p>promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.</p>	<p>engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.</p>
<p><i>2. Builds relationships with stakeholders and policymakers</i></p> <p>Exclude: APs</p>	<p>takes few opportunities to engage stakeholders in educational issues.</p>	<p>identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.</p>	<p>develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.</p>	<p>actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.</p>

<p>3. <i>Advocates for equity, access and adequacy of student and family resources</i></p> <p>Exclude: APs</p>	<p>has limited understanding and/or ineffectively uses resources for family services and support through community agencies.</p>	<p>is learning how to help students and families locate, acquire and access programs, services or resources to create equity.</p>	<p>advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</p>	<p>empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.</p>
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Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Accurately communicates educational performance</i>	<p>ineffectively communicates with members of the school community.</p> <p>does not fully understand growth, trends and implications for improvement.</p>	<p>reviews school growth measures and student data.</p> <p>conducts basic data analyses and communicates data about educational performance.</p>	collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
<i>2. Improves public understanding of legislation, policy and laws</i>	provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	<p>shares information about federal, state and local laws, policies and regulations.</p> <p>provides information to decision-makers and the community.</p>	communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
<i>3. Upholds laws and influences educational policies and regulations</i>	does not consistently uphold laws, regulations.	upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	upholds federal, state and local laws and influences policies and regulations in support of education.	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Advocates for public policies to support the present and future needs of children and families</i></p>	<p>does not advocate for policies and procedures to meet the needs of all students and their families.</p>	<p>identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.</p>	<p>advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.</p>	<p>works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.</p>
<p>2. <i>Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</i></p> <p>Exclude: APs</p>	<p>is unaware of policies that result in equitable resources to meet the needs of all students.</p> <p>does not allocate resources appropriately, adequately or equitably.</p>	<p>supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.</p> <p>allocates and distributes school resources among faculty, staff and students.</p>	<p>promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.</p>	<p>aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.</p>
<p>3. <i>Collaborates with leaders to inform planning, policies and programs</i></p> <p>Exclude: APs, BPs</p>	<p>demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.</p>	<p>is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.</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 all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning.</p> <p>is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.</p>

Appendix E: Examples of Evidence for Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission and Goals

Education leaders¹ 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.

ELEMENT A: High Expectations for All

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff².

- The vision, mission and goals are supported by current, relevant data
- Written values and beliefs reflect high expectations for all students
- The vision focuses on student academic excellence and healthy social/ emotional development
- Goals and the instructional program are clearly aligned to the vision
- The vision, mission and goals are collaboratively developed by and shared with stakeholder groups

EXAMPLES OF EVIDENCE

The school's goals and vision are shared and widely known within the school community

- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short and long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

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 commitments among all stakeholders.

- The school's goals and vision are shared and widely known within the school community
- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short- and-long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

¹**Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²**Staff:** All educators and non-certified staff

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.

- Disaggregated student data is continually monitored and analyzed to determine the current state of the school
- Progress toward goals is collaboratively reviewed to make necessary adjustments that keep the focus on student outcomes
- Fiscal and human resources are aligned with and support priority areas and goals

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

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.

- Stakeholders are focused on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress
- Effective instructional practices are being implemented across multiple classrooms
- Staff are actively engaged in job-embedded collaborative learning including observations of other teachers
- Teachers are frequently observed by peers and the principal who provide actionable feedback for reflection and improved instruction
- Teacher leadership opportunities are available and designed to support improved instruction and student outcomes

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.

- The school instructional framework aligns curriculum with standards, instruction, assessment and learning
- A rigorous, relevant and standards-based curriculum that meets the unique needs of each student is being implemented
- Stakeholders collaboratively review and analyze the effectiveness of the curriculum to make real-time and necessary adjustments
- Faculty and students are offered diverse and innovative learning opportunities that extend beyond the classroom

ELEMENT C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

- Systems to access real-time data and purposefully monitor progress toward goals are in place and operational
- Information from multiple sources – qualitative and quantitative, formative and summative – is collaboratively collected and analyzed
- Teachers and staff are evaluated and receive targeted support and guidance through on-going classroom visits and dialogue
- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

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.

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.

- The school building is clean and safe in accordance with the school safety plan and any legal regulations
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

- School building is clean and safe in accordance with the school safety plan and any legal regulations
- Operational responsibilities are distributed among the individuals responsible for the students' education and well-being
- Up-to-date data systems are used to inform operational, instructional and safety procedures
- Technology equipment is functional and supports the success of all students and adults

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

- Instructional funds are transparently and equitably distributed to accomplish the organizational goals
- Teachers who have the expertise to deliver instruction that maximizes student learning are recruited and retained
- Teachers and staff are evaluated and receive targeted support and guidance as required by district and state evaluation requirements

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

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.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

- School staff, families and community members interact and communicate regularly to share ownership for the success of the school
- The school meaningfully engages families in the learning process

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

- The success of all students is promoted through collaboration among family and community partners
- School leadership welcomes and responds to diverse community interests and needs and mobilizes community resources
- Families and community members from a diversity of cultures and backgrounds are engaged as partners in the learning process
- Structures are in place to ensure all stakeholders, regardless of position or viewpoint, are engaged in the learning community

Element C: 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.

- Community resources are leveraged to meet student needs such as after-school food sources, health care services, employment opportunities, social services and additional educational services
- School resources are used to support the needs of students and their families

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

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.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

- Expectations for professional and ethical behavior are clearly communicated and modeled by school personnel
- Program implementation and outcome data are monitored to ensure equity and guarantee that all students are justly served
- There are audits of student and adult data to ensure privacy and confidentiality are maintained

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.

- Each person in the learning community is known, valued and respected
- Influential educational, political and community leaders are mobilized to advocate for the vision, mission and goals of the school
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

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.

- Life-long learning is modeled by staff through engaging in professional learning that is aligned with the vision, goals and objectives of the school
- Current educational research and best practices are reflected in all facets of the school
- Resources are equitably allocated to the core components of student academic, social, emotional, behavioral and physical development as well as to educator quality
- Technology is appropriately used for learning and communication purposes
- The learning community is inspired to work together toward high levels of student performance

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

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.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

- The goals of the school and education more broadly are promoted and advocated for throughout the school community
- Internal stakeholders are equipped with talking points and advocacy plans so they can influence key external groups with a consistent voice

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision
- The school complies with legal and ethical requirements in relationships with all stakeholders and clearly communicates all applicable state, federal and district policies, procedures and guidelines
- Structures and systems are in place to review compliance with all laws

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

- The school leader is a visible ambassador for education in the learning community and in the district, city, state or nation
- Deliberate relationships with policy makers are developed to influence policy and advocate for programs that improve education

Appendix F: Flexibility in 2014-2015 and 2015-2016

The Somers Public Schools will be taking the Smarter Balanced Test in the spring of 2015. For the 2014-2015 school year, pending federal approval, teachers in areas that are assessed through CMT, CAPT or Smarter Balanced Assessments may use the results of an alternate standardized assessment en lieu of the CMT, CAPT or Smarter Balanced Assessment results. In addition, for schools that select the SPI as their measure of the 5% - Whole School Learning Indicator – it will not be possible to calculate an SPI for the 2014-2015 school year due to the change in testing. Therefore, in those schools, the 5% will be absorbed into the 45% for SLOs, such that SLOs will be weighted 50% of their evaluation.

For the 2015-2016 school year, any flexibilities, approved by the federal government in regards to the use of the CMT, CAPT and/or Smarter Balanced Assessments to determine the 45% SLO rating, will be offered to administrators. In addition, if an SPI is not available, those schools that select the SPI as their measure of the “5% - Whole School Learning Indicator,” will combine the 5% with the 45% for SLOs, such that SLOs will be weighted 50% of their evaluation.

Appendix G: Data Management Protocols

On or before September 15 of each year, the professional development and evaluation committee will review and report to the Somers Board of Education the user experience and efficiency of the district’s data management system used to manage evaluation plans. The data management system used to manage evaluation plans will be selected by the Board with consideration given to the functional requirements and efficiencies identified by the professional development and evaluation committee.

Data entered into the data management system shall be:

- Limited to artifacts, information or data identified in a teacher’s evaluation plan as an indicator to be used for evaluating such individual and to optional artifacts as mutually agreed upon by the teacher and evaluator,
- Accessible to the teacher’s evaluator(s), Superintendent (or his/her designee), and the Director of Curriculum. Individual teacher data may not be shared with or transferred to another district or entity (except as provided by the Connecticut General Statutes) without the teacher’s consent.

Pursuant to CGS 10-151b(c) and 10-151i, the SDE maintains the right to conduct audits and to collect summative teacher ratings annually. All identifiable student data within the District’s data management system is confidential and subject to state and federal laws involving student privacy and confidentiality. All individuals with access to confidential student data, be they District employees, State employees or third party organizations with access to the system are prohibited from disclosing that information in any manner outside that proscribed by law. To ensure that data is not inappropriately accessed or disclosed, the data management system used by the District will include a process for logging the names of authorized individuals who access an administrator’s evaluation information.