

Tolland Public Schools

# **Administrator Professional Learning and Evaluation Plan**



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## **Introduction**

The Tolland Public Schools have designed an Administrator Professional Learning and Evaluation Plan to provide administrators with the opportunity to engage in professional growth that is tied to and informed by the district goals, school goals, and administrator standards.

## **Principles and Beliefs**

The evaluation and professional growth of administrators is supported based on the following guiding beliefs:

- Student learning is directly affected by teacher and administrator competence;
- Administrator competence is affected positively by the integration of school leader evaluation and professional development;
- Administrators, like students and teachers, must be life-long learners;
- An effective evaluation plan requires a clear definition of leadership, teaching, learning, and a system to assess it; and
- The gaps between expectations for student performance and actual student performance should guide the content of professional development.

Additionally, the following assumptions apply to today's school leaders, particularly as they relate to evaluation and professional development. Administrators as school leaders:

- build a shared vision focused on raising expectations for student achievement;
- are both instructional leaders and school managers;
- must demonstrate assessment literacy;
- are data-based and standards-based decision makers;
- are reflective practitioners;
- are collaborative, use open communication, engage in shared decision-making, and delegate responsibility and authority where appropriate;
- seek out, utilize, and contribute to promising practices that enhance student learning, including new, creative, and risk-taking ideas;
- create a professional climate that builds human capacity by providing and engaging in quality professional development for his or her staff and themselves; and
- continuously work towards and demonstrate the skills and competencies identified in the Connecticut Standards for School Leaders (SSL).

## **Purpose**

The evaluation and professional growth of administrators has been developed for the following purposes:

- to improve teacher performance and student learning;
- to provide administrators with assistance and strategies for school improvement, student learning, and professional growth;
- to support administrators as they set goals and evaluate the effectiveness of programs;
- to create a collaborative process that provides the opportunity for administrators to work as a team to benefit students, teachers, individual schools, and the school system;
- to provide administrators with the opportunity to be reflective practitioners;
- to provide administrators with the opportunity to direct their own professional growth and development.

## The Model

The Connecticut administrator evaluation model defines 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 4 levels of performance – “Exemplary” for those who exceed these characteristics, “Proficient” for a fully satisfactory performance (the rigorous standard expected of most experienced administrators), “Developing” those meeting some indicators of performance but not others, and “Below Standard” for those not meeting indicators of performance.

An **Exemplary** rating is reserved for performances that significantly exceed proficiency and could serve as a model for leaders district-wide or even state-wide. Few administrators are expected to demonstrate Exemplary performance on more than a small number of practice elements.

A rating of **Proficient** administrator 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 indicators aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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 3 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.

## Core Design Principles

This model for the evaluation of principals and other administrators is based on four core design principles: Focus on what matters most. Student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).

Emphasize growth over time or maintaining high standards.

Leave room for judgment through professional conversation between an administrator and his/her supervisor. It requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.

Consider implementation at least as much as design. The model should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated.

## Roles and Responsibilities

Superintendent's role in the evaluation process:

1. Arbitrate disputes in evaluation between Principals and Assistant Principals.
2. Allocate funds and resources for the implementation of the evaluation plan.
3. Serve as a liaison between the Board of Education and the evaluation process.

## Superintendent

Director of Curriculum and Instruction  
Director of Pupil Services  
Principal – Tolland High School  
Principal – Tolland Middle School  
Principal – Tolland Intermediate School  
Principal – Birch Grove Primary

Principal – Tolland High School  
Assistant Principals  
Principal – Tolland Middle School  
Assistant Principal  
Principal – Tolland Intermediate School  
Assistant Principal  
Principal – Birch Grove Primary  
Assistant Principal

New administrators will be appointed a mentor who is not their evaluator. They will receive additional non-evaluative support throughout their induction (see Appendix G).

### **Evaluator and Evaluatee Responsibilities**

#### Evaluator's Role

- Review and become familiar with evaluatee's previous evaluations
- Participate in collaborative conferences with evaluatee
- Assist with assessment of goals and learning activities developed and implemented by the evaluatee
- Analyze and assess performance, making recommendations as appropriate
- Clarify questions, identify resources, facilitate peer assistance and provide other supports as needed

#### Evaluatee's Role

- Reflect on previous feedback and on rubric categories
- Engage in inquiry-based professional learning opportunities
- Participate in collaborative conferences with evaluator
- Develop, implement, and self-assess goals, student learning indicators, and stakeholder feedback

## **Conference Timeline**

To implement the evaluation system, three formal conversations between the evaluatee and the evaluator need to take place:

1. The first conversation, preferably held before school starts, involves:
  - a. an orientation to the process. This can be held as a group or individually. In this meeting, a discussion takes place concerning any school or district priorities with respect to administrative practice, teacher practice and student learning.
    - i. Student learning data are available for review by the administrator and the state may have assigned the school a School Performance Index rating.
    - ii. Stakeholder survey data is available for review by the administrator.
    - iii. The superintendent has communicated student learning priorities for the year.
    - iv. The administrator has developed a draft of the school improvement plan that includes student learning goals. (See Appendix F.)
  - b. a goal-setting conference. The evaluator and evaluatee meet to discuss the evaluatee's proposed goals and objectives in order to arrive at mutual agreement about them. The evaluatee collects evidence about their practice and the evaluator collects evidence about the evaluatee's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. (See Appendix A.)
2. The mid-year conversation takes place on or about February 1. At the mid-year conference, the evaluator and evaluatee address concerns and review results for the first half of the year. The evaluator and evaluatee can mutually agree to revisions of the strategies or approaches used and/or mid-year adjustments to accommodate goal changes. They also discuss actions that the evaluatee can take and supports the evaluator can provide to promote evaluatee's growth in his/her development areas. (See Appendix A.)
3. The third conversation takes place on or before June 1. There are four components to this end-of-year summative review:

- a. Evaluatee Preparation. The evaluatee reviews all information and data collected during the year and writes the self-assessment to be used by the evaluator. The evaluatee needs to prepare to present and/or submit information to the evaluator.
- b. Evaluator Preparation. The evaluator reviews submitted evidence, self-assessments, and observation data to prepare for a discussion about category and focus area ratings. (See Appendix A.)
- c. End-of-Year Conference. The evaluator and the evaluatee meet to discuss all evidence collected to date and to discuss category ratings.
- d. Following the conference, the evaluator assigns a summative rating and generates a Summative Rating Form (see Appendix B).

## **The Model's Four Components**

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on 4 components: Leadership Performance and Practice (40%), Stakeholder Feedback (10%), Student Learning (45%) and Teacher Effectiveness (5%). The four areas are defined as follows:

### **Leadership Performance and Practice (40%)**

Leadership performance and 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. This uses the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and defines 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. Teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises the majority of the leadership practice rating and the other 5 performance expectations are otherwise weighted.

**FIGURE 1:** Leadership Practice – Six Performance Expectations



**Evaluation Weights for Leadership Rubric Ratings**  
Percents

<b>Performance Expectation</b>	<b>Principal*</b>	<b>Assistant Principal*</b>	<b>Director of Pupil Services*</b>	<b>Director of Curriculum and Instruction*</b>
Vision, Mission and Goals	10	16	20	25
Teaching and Learning	50	20	30	50
Organizational Systems and Safety	10	16	10	5
Families and Stakeholders	10	16	20	5
Ethics and Integrity	10	16	10	5
The Educational System	10	16	10	10

\*Percents may be altered through mutual agreement between the evaluator and evaluatee.

For assistant principals, the six Performance Expectations are weighted approximately 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.

**Observations**

The assessment of an evaluatee’s leadership performance and practice is by direct observation of practice and the collection of artifacts. It accounts for 40% of an evaluatee’s summative rating.

The evaluator may want to consult the following sources of evidence to collect information about the evaluatee in relation to his/her focus areas and goals:

- Data systems use and reports of student information
- Artifacts of data analysis and plans for response
- Observations of evaluatee leading teacher team meetings
- Observations of evaluatee in leadership team meetings
- Observations of evaluatee observing a classroom
- Communications to parents and community



- Conversations/work with staff
- Conversations/work with students
- Conversations/work with families

State guidelines call for evaluators to include:

- Two observations for each evaluatee
- Four observations for assistant principals and for any evaluatee new to the district, school, the profession, or who has received ratings of developing or below standard.

Visits should be frequent, purposeful, and adequate for sustaining professional conversation about an evaluatee’s practice.

### **Formal Observation**

Evaluatees are formally observed by their evaluator(s) in order to validate successful performance, identify areas for professional development, and maintain accountability. For example, evaluators may formally observe an evaluatee leading a team meeting, conducting a teacher observation conference, addressing a parent group, chairing a committee, supervising students, visiting classrooms. A written observation report will be provided to an evaluatee within ten (10) days of the observation in order to maximize the value of the feedback and become a valid part of the evaluation process. The formal observation process may involve pre-observation communication, the actual observation, and post-observation communication (report/conference).

## **Goal Selection**

After analysis of the evaluatee rubric, a leadership goal or goals are formulated. This performance and practice goal or goals go in the Personal Improvement Plan (PIP) and are discussed at the conferences held at the beginning, middle and end of the year, each year. The evaluatee 40% performance and practice goal or goals while not evaluated should result in improvements in knowledge and skills which will be evidenced in ratings of practice. See Appendix F for SMART goal format in the School and Personal Improvement Plans.

### **Arriving at a Leadership Performance and Practice Summative Rating**

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** (Appendix B) which describes leadership actions across the four performance levels for each of the six performance expectations and associated elements. Each performance expectation is rated separately as 4, 3, 2, or 1. The four performance levels are:

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

Summative ratings are based on the preponderance of evidence for each performance category on the Leadership Evaluation rubric. Evaluators observe leadership practices across each performance expectation area described in the rubric. They must collect written evidence to support the rating for each leadership standard. Specific attention is paid to leadership performance areas identified as needing development. The summative rating is computed using the chart (See Appendix B).

Evaluators will be trained in observation techniques and the use of the administrator rubric.

### **Stakeholder Feedback (10%)**

Feedback from stakeholders is 10% of an administrator’s summative rating. A survey is used for this feedback. The survey reflects the Connecticut Leadership Standards and includes questions about leadership practices, school practices and school climate. It is administered to students, parents, teachers and staff members. Relevant portions of the survey are incorporated into this section (See Appendix C).

One SMART goal is formulated from stakeholder feedback. This is one of the SMART goals discussed in the conferences held at the beginning, middle and end of each year (See Appendix F).

### **Arriving at a Stakeholder Feedback Summative Rating**

The rating for the stakeholder feedback goal reflects the degree to which a school progresses on feedback measures using data from the prior year or beginning of the year as a baseline. Administrators are expected to create a reasonable target.

The rating for this goal is based on the following:

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

Exceptions to this include:

- Administrators with high ratings already - 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

The stakeholder feedback goal should be included in the school’s SIP as teachers will individually strategize to advance or progress towards meeting this goal.

### **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, if available, and (b) performance and growth on locally-determined measures. If the first measure exists, this measures will have a weight of 22.5% and measures constituting the second 22.5% will be averaged and count towards the second 22.5%. Together these measures will account for 45% of the administrator’s evaluation.

#### **State Measures of Academic Learning (22.5%)**

Currently, the State’s accountability system includes measures of student academic learning progress:

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

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

**SPI Ratings Progress is applied to give the administrator a score between 1 and 4, using the table below:**

	<b>Target (4)</b>	<b>Target (3)</b>	<b>Target (2)</b>	<b>Target (1)</b>
<b>SPI Progress</b>	>100% of target progress	95-100% of target progress	50-94% of target progress	<50% of target progress
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI >88 OR the school does not have any subgroups of sufficient size	Meets performance targets for majority of subgroups that have SPI<88	Meets performance targets for at least one subgroups that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

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

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
>3.5	>=2.5 rating <=3.5	>=1.5 rating <2.5	<1.5

Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2013-14, Tolland Public Schools will not require that 22.5% of the administrator’s student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator’s rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.

This 22.5% rating does not apply to K-2 schools. All 45% of the rating in this category is based on at least two locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments. Locally determined indicators must align to Connecticut learning standards. In instances where there are no such standards that apply or are appropriate to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

### **Locally-Determined Measures (22.5%)**

Administrators establish at least two locally determined indicators of student success (IOS). In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards or, if none exist, align 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 objectives must be in SMART goal format. See Appendix F.

	<b>IOS 1</b>	<b>IOS2</b>
<b>High School Principal</b>	Graduation  (meets the non-tested grades or subjects requirement)	Broad discretion
<b>High School Assistant Principal</b>	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.
<b>Elementary or Middle School Principal Grade PK-8</b>	Classroom developed assessments for non-tested subjects or grades	Broad discretion
<b>Elementary or Middle School Assistant Principal</b>	Classroom developed assessments for 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.
<b>Central office administrator</b>	(meets the non-tested grades or subjects requirement)	

Beyond these parameters, administrators have broad discretion in selecting indicators, including a choice to include students' performance or growth on school or classroom developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating student indicators of success (IOS) 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 (described for principals):

- 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 principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student IOS.
- The principal uses the student IOS in the school improvement plan for her/his own evaluation. These IOS are aligned to district priorities.
- The principal chooses measures that best assess the priorities and develops clear and measurable student IOS for the chosen assessments/indicators.
- The principal shares the student learning IOS with her/his evaluator, informing a conversation designed to ensure that:
  - the IOS are adequately ambitious
  - there is adequate data that can be collected to make a fair judgment about whether the administrator met the established IOS
  - the IOS 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 IOS
  - the professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Assistant Principal adopts the Principal's indicators of success but 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.

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

**Local Indicators of Success**

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Met or exceeded target	Substantial progress toward the target (i.e. within 80% of range, so if target were 75% of all eighth graders the range for "substantial Progress" would be 60-74%	Some progress toward the target (i.e. within 50% of range, so if target were 75% of all eighth grades the range for "some progress" would be 37.5% - 59%)	Little or no progress toward the target (i.e. 37% or less progress towards target)

To arrive at the rating for this 22.5%, the ratings for each of the IOS are averaged and the rating is determined using the following chart. IOS ratings are averaged to get the final IOS rating used in the "Outcome Rating" and "Rating Table" in the Administrator Evaluation Plan under Category 3 Student Learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>3.5	>=2.5 rating <=3.5	>=1.5 rating <2.5	<1.5

If a state SPI rating exists, the overall Student Learning rating (45%), is determined using the following matrix. The two categories are plotted on this matrix. the ratings for the State assessment and the locally-determined ratings,

### Determination of Rating for the Student Learning (45%)

		Indicator of Success -State			
		Exemplary	Proficient	Developing	Below Standard
Indicators of Success -Local Average	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

### Student Learning (45%) When no State (22.5%) Standardized SPI Measure is Available

If a state measure does not exist, standardized measures will have an equal weight with non-standardized measures (22.5%/22.5%). The rating will be determined by averaging the ratings. If we have Standardized and Non-Standardized Goals separately then we can (if there is more than one for each) add and average the standardized IOS rating (SIOS), and add and average the non-standardized rating (NIOS), and then average those two numbers to get the number for Category III. For example:  $(SIOS + NIOS/2) = \text{Category III Rating}$ .

If the 45% is made up of both kinds (NIOS and SIOS) without differentiation, then they are each rated using the following and their ratings are averaged.

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Met or exceeded target	Substantial progress toward the target (i.e. within 80% of range, so if target were 75% of all eighth graders the range for "substantial Progress" would be 60-74%)	Some progress toward the target (i.e. within 50% of range, so if target were 75% of all eighth graders the range for "some progress" would be 37.5% - 59%)	Little or no progress toward the target (i.e. 37% or less progress towards target)

If the 45% is made up of 22.5% SIOS and 22.5% NIOS, then the SIOSs are averaged and the NIOSs are averaged and the rating is determined by averaging the two. For example:

$$\begin{array}{ll}
 \text{SIOS \#1} = 3 \text{ rating} & \text{NIOS \#1} = 3 \\
 \text{SIOS \#2} = 2 \text{ rating} & \text{NIOS\#2} = 3 \\
 3 + 2 = 5/2 = 2.5 & 3 + 3 = 6/2 = 3 \\
 \text{SIOS} = 2.5 & \text{NIOS} = 3 \\
 \text{SIOS} + \text{NIOS} = 2.5 + 3 = 5.5/2 = 2.75
 \end{array}$$

Category III Outcome Rating (when no state measure is available) = 2.75

## Teacher Effectiveness (5%)

Teacher effectiveness is measured by an aggregation of teachers' student SMART goal attainment and accounts for 5% of an administrator's evaluation.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
>80% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>60% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	<40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation

In order to maintain a strong focus on teachers setting ambitious SMART goals in their evaluation, it is imperative that the principal's evaluator discusses with the principals their strategies in working with teachers to set strong SMART goals. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious goals.

## Determination of the Overall Summative Rating

The evaluatee and evaluator meet in the late spring to discuss the evaluatee's self-assessment and all evidence collected over the course of the year. After this meeting, the evaluator completes the summative evaluation report, shares it with the evaluatee, and adds it to the evaluatee's personnel file. Within two weeks of receipt of the report any written comments that the evaluatee may request need to be attached.

Summative ratings must be completed for all evaluatees 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 evaluatee may be significantly impacted by State standardized test data or teacher effectiveness ratings, the evaluator may recalculate the evaluatee'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 guidelines to use in arriving at a rating:

- If a 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 IOS should count for the full assessment of student learning.
- If none of the summative IOS 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 evaluatee's performance on this component.

## Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining a practice rating, (b) determining an outcomes rating, and (c) combining the two into an overall rating.

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

The practice rating derives from an evaluatee's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in Appendix B, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice.

B. **OUTCOMES:** Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the state and/or local IOS and teacher effectiveness outcomes. As shown on the Summative Rating Form in Appendix B, State reports provide an assessment rating and evaluators record a rating for the student IOS agreed to in the beginning of the year.

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

The overall rating combines the practice and outcomes ratings using the following matrix.

## Summative Evaluation Form

		PRACTICE RATING			
		4 Exemplary	Proficient	2 Developing	1 Below Standard
OUTCOMES RATING	4 Exemplary	Exemplary	Exemplary	Proficient	Developing
	3 Proficient	Exemplary	Proficient	Proficient	Developing
	2 Developing	Proficient	Proficient	Developing	Below Standard
	1 Below Standard	Developing	Developing	Below Standard	Below Standard

An evaluatee who receives an overall rating of “Developing” may be required to develop a “Focused Professional Growth” plan. An evaluatee who is Below Standard is required to develop an “Intensive Assistance” plan (see Appendix H).

The overall rating may be adjusted, if need be, when State tests are available but not later than September 15.

### Definition of Effectiveness and Ineffectiveness

Novice administrators shall generally be deemed effective if said evaluatee receives at least two sequential Proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A Below Standard rating shall only be permitted in the first year of a novice evaluatee’s career, assuming a pattern of growth of Developing in year two and two sequential Proficient ratings in years three and four.

A post-tenure evaluatee shall generally be deemed ineffective if said evaluatee receives at least two sequential Developing ratings or one Below Standard rating at any time.

### Dispute Resolution Process

The Superintendent shall resolve disputes where the evaluator and evaluatee 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 will be made by the Superintendent.

## Board of Education Reporting

The Superintendent shall report the status of administrator evaluations to the Board of Education on or before June 1 of each year.

### State Reporting

The Superintendent shall report the status of implementation of the Administrator Professional Learning and Evaluation Plan to the State Department of Education by June 30 of each year. This will include:

- frequency of evaluations;
- aggregate evaluation ratings;
- the number of administrators who have not been evaluated; and
- other data as determined by the Department of Education.



## Professional Development

The Tolland Public Schools Administrator Professional Learning and Evaluation Plan inherently seeks to provide a framework for administrator growth and development over time. Growth in leading the improvement of teaching and learning for all administrators is not a one-time event, but an ongoing process. Both district-wide and individualized professional development activities should be directly aligned with specific areas:

- professional growth rubric;
- professional responsibility goals set by the administrator and agreed to by his/her supervisor;
- district-wide and school goals and initiatives; and/or
- the district's strategic planning process.

In addition, the enhancement of teacher and student learning and performance will be embedded in all professional development activities.

Time will be provided to collaborate and share understandings of leadership and instructional practices among districts' administrator team. Regular administrator meetings, book studies, problem of practice discussions, building visitations, etc. will provide such opportunities. Special professional development activities will be offered to extend learning and assist school leaders in meeting expectations for their performance and thereby support their growth. Activities for administrators may include workshops to support:

- teacher evaluation and supervision for improved performance;
- data collection and analysis for improved decision making and school improvement;
- use of technology as a tool for effective school management and enhanced teaching and learning;
- understanding of curriculum standards and their alignment with what is taught and tested.;
- research-based learning theory to support differentiated and appropriate instruction;
- collaborative leadership strategies for school improvement;
- effective management of staff, physical plant, and policy implementation; and
- any other area that supports district goals, school improvement plan goals and/or objectives for the improvement of student learning.

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## **Appendix A. Connecticut Principal Evaluation Rubrics**

- Vision, Mission, and Goals
  - High Expectations for All
  - Shared Commitments to Implement and Sustain the Vision, Mission, and Goals
  - Continuous Improvement toward the Vision, Mission, and Goals
- Teaching and Learning
  - Strong Professional Culture
  - Curriculum and Instruction
  - Assessment and Accountability
- Organizational Systems and Safety
  - Welfare and Safety of Students, Faculty, and Staff
  - Operational Systems
  - Fiscal and Human Resources
- Families and Stakeholders
  - Collaboration with Families and Community Members
  - Community Interests and Needs
  - Community Resources
- Ethics and Integrity
  - Ethical and Legal Standards of the Profession
  - Personal Values and Beliefs
  - High Standards for Self and Others
- The Educational System
  - Professional Influence
  - The Educational Policy Environment
  - Policy Engagement

## Leader Evaluation Rubric

### Performance Expectation 1: Vision, Mission, and Goals:

*Education leaders<sup>1</sup> 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<sup>2</sup>.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Information &amp; analysis shape vision, mission, and goals</i>	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	<b>uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.</b>	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
<i>2. Alignment to policies</i>	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.	<b>aligns the vision, mission, and goals of the school to district, state, and federal policies.</b>	builds the capacity of all staff to ensure the vision, mission, and goals are aligned to district, state, and federal policies.
<i>3. Diverse perspectives, collaboration, and effective learning</i>	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals.  creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals.  develops a vision, mission and goals that set high expectations for most students.	<b>incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.</b>	collaboratively creates a shared vision of high expectations with all stakeholders <sup>3</sup> and builds staff capacity to implement a shared vision for high student achievement.

<sup>1</sup>**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)

<sup>2</sup>**Staff:** all educators and non-certified staff

<sup>3</sup>**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
1. Shared understandings guide decisions & evaluation of outcomes.	tells selected staff and stakeholders about decision making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission, and goals with staff and stakeholders.  provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	<b>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.</b>	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.
<i>2 and 3 combined— Communicates vision; Advocates for effective learning for all</i>	s unaware of the need to communicate or advocate for the school's vision, mission, and goals or for effective learning for all.	builds stakeholders' understanding and support for the vision, mission, and goals.  generates some support for equitable and effective learning opportunities for all students.	<b>publicly advocates the vision, mission, and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</b>	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.  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.

## 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.	<b>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.</b>	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.	<b>uses data, research, and best practice to shape programs and activities and regularly assesses their effects.</b>  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.

<p><i>4. Seeks and aligns resources</i></p>	<p>is unaware of the need to seek or align resources necessary to sustain the school's vision, mission, and goals.</p>	<p>aligns resources to some initiatives related to the school's vision, mission, and goals.</p>	<p>seeks and aligns resources to achieve the vision, mission, and goals.</p>	<p>builds capacity of the school and its staff to provide services that sustain the school's vision, mission, and goals.</p> <p>prioritizes the allocation of resources to be consistent with the school's vision, mission, and goals.</p>
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## 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
<i>1. Closes achievement gaps</i>	is unaware of the achievement gap <sup>1</sup> . is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	develops shared understanding and commitment to close achievement gaps <sup>1</sup> so that all students achieve at their highest levels.	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
<i>2. Supports and Evaluates Professional Development</i>	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	supports and evaluates professional development to broaden faculty <sup>2</sup> teaching skills to meet the needs of all students	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.
<i>3 and 4 combined— Fosters Inquiry and Collaboration for Improvement</i>	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	seeks opportunities for personal and professional growth through continuous inquiry. fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.

<sup>1</sup>**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 socio-economics 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.

<sup>2</sup>**Faculty:** certified school faculty



Indicator	Below Standard	Developing	Proficient	Exemplary
<i>5. Supports Teacher Reflection and Leadership</i>	<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 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>
<i>6. Provides Feedback to Improve Instruction</i>	<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
<i>1 and 2 combined— Aligns Curriculum, Instruction, and Assessment to Standards</i>	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards.  develops curriculum, instruction and assessment methods that are loosely aligned to standards.	develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.  ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.  monitors and evaluates the alignment of all instructional processes.
<i>3. Improves Instruction for the Diverse Needs of All Students</i>	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations <sup>1</sup>	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.  works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.
<i>4. Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	is unaware of how to analyze student progress using student work.  supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff.  facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.	empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
<i>5. Provides Resources and Training for Extended Learning</i>	identifies only limited resources and supports for extending learning beyond the classroom.	promotes learning beyond the classroom  provides inconsistent support and resources to faculty around extending learning opportunities.	provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.	builds strong faculty commitment to extending learning beyond the classroom.  collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.

<sup>1</sup> **Diverse 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
6. <i>Supports the Success of Faculty and Students as Global Citizens</i> <sup>1</sup>	<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>

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

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

## 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
<i>1 and 4 combined— Evaluate and Improve operational systems</i>	ineffectively monitors operational processes.  makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system.	continuously evaluates and revises school processes.  plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
<i>2. Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety concerns.
<i>3. Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice.  seeks new capabilities and resources based on school community input.
<i>5. Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology.  is learning about how technology can support the learning environment.	oversees acquisition, maintenance, and security of equipment and technologies that support the teaching and learning environment.	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.

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

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



## 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
<i>1. 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 with 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.
<i>2. Understands and accommodates diverse<sup>1</sup> 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.
<i>3. 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.
<i>4. Collaborates with community programs</i>	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.
<i>5. 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.

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

## 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
<i>1. 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.
<i>2. 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.
<i>3. Equity and Social Justice<sup>1</sup></i>	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"> <li>• removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination.</li> <li>• promotes social justice by ensuring all students have access to educational opportunities.</li> </ul>
<i>4. 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"> <li>• builds a shared commitment to protecting the rights of all students and stakeholders.</li> <li>• maintains confidentiality, as appropriate.</li> </ul>

<sup>1</sup> **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
<i>1. 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.  builds a shared commitment to diversity and equitable practices for all stakeholders.
<i>2. 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.
<i>3. 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.
<i>4. 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
<i>1. 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.
<i>2. 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.
<i>3. 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.
<i>4. Promotes Appropriate Use of Technology</i>	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.
<i>5. 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
<i>1. Promotes public discussion about educational laws, policies and regulations</i>	does not consistently follow current federal, state and local education laws, polices and regulations and has limited conversations about how they impact education.	follows current education legislation. seeks opportunities to engage in professional learning activities to understand issues and implications, and share information with the school community.	promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.	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.
<i>2. Builds relationships with stakeholders and policymakers</i>	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
<i>3. Advocates for equity, access, and adequacy of student and family resources</i>	has limited understanding and/ or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services, or resources to create equity.	advocates for equity, access, and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

## 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 communicate educational performance</i>	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	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. Improve 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.	shares information about federal, state, and local laws, policies and regulations. provides information to decision makers and the community.	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. Uphold laws and influence 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
<i>1. Advocates for public policies to support the present and future needs of children and families</i>	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	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.	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.
<i>2. Promotes public policies to ensure appropriate, adequate, and equitable human and fiscal resources</i>	is unaware of policies that result in equitable resources to meet the needs of all students.  does not allocate resources appropriately, adequately, or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.  allocates and distributes school resources among faculty, staff and students.	promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.	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.
<i>3. Collaborates with leaders to inform planning, policies, and programs</i>	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	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.	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.	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state, and national decisions affecting the improvement of teaching and learning.  is involved with local, state, and national professional organizations in order to influence and advocate for legislation, policies, and programs that improve education.



## Appendix B. Connecticut Administrator Evaluation 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 stakeholder feedback target and assign ratings for each..

\_\_\_\_\_  
 Evaluatee Name

\_\_\_\_\_  
 Evaluator Name

\_\_\_\_\_  
 School

\_\_\_\_\_  
 Date

### Category I. Summative Rating Chart for Leadership Practices (40%)

Performance Expectation	Principal			Assistant Principal			Director of Pupil Services			Director of Curriculum and Instruction				
	%	Rating	Performance Indicator Sub-Total	%	Rating	Performance Indicator Sub-Total	%	Rating	Performance Indicator Sub-Total	%	Rating	Performance Indicator Sub-Total		
Vision, Mission and Goals	.10			.16			.20			.25				
Teaching and Learning	.50			.20			.30			.50				
Organizational Systems and Safety	.10			.16			.10			.05				
Families and Stakeholders	.10			.16			.20			.05				
Ethics and Integrity	.10			.16			.10			.05				
The Educational System	.10			.16			.10			.10				
Total				Total				Total				Total		

Leadership Practice Rating (40%) = \_\_\_\_\_

**Category II. Stakeholder Goal Rating (10%)**

Check appropriate box:

- Exemplary (4)
- Proficient (3)
- Developing (2)
- Below Standard (1)

<b>Overall Practice Rating</b>	
Category I. Leadership Rating = _____	x 40 = _____
Category II. Stakeholder Rating = _____	x 10 = _____
Total = _____	
Overall Practice Rating = _____	

**Rating Table**

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

**Category III. Student Learning (45%) whe State Measures are Available**

**State Measure of Academic Learning (22.5%)**

- Exemplary (4)
- Proficient (3)
- Developing (2)
- Below Standard (1)

**Locally Determined Average Measures of Academic Progress (22.5%)**

- Exemplary (4)
- Proficient (3)
- Developing (2)
- Below Standard (1)

### Determination of Rating for the Student Learning 45%

		State Measure of Academic Learning (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally Determined Measures of Academic Progress (22.5%)	Exemplary	Exemplary (4)	Exemplary (4)	Proficient (3)	Developing (2)
	Proficient	Exemplary (4)	Proficient (3)	Proficient (3)	Developing (2)
	Developing	Proficient (3)	Proficient (3)	Developing (2)	Below Standard (1)
	Below Standard	Developing (2)	Developing (2)	Below Standard (1)	Below Standard (1)

Rating = \_\_\_\_\_

#### Category III. Student Learning (45%) when State Measures are Not Available

Locally Determined Average of Measures of Academic Progress (45%) = \_\_\_\_\_

#### Category IV. Teacher Effectiveness (5%)

- Exemplary (4)
- Proficient (3)
- Developing (2)
- Below Standard (1)

Outcome Rating

Category III. Rating = \_\_\_\_\_ x 45 = \_\_\_\_\_

Category IV. Rating = \_\_\_\_\_ x 5 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

#### Rating Table

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

		OVERALL SUMMATIVE PRACTICE RATING			
		4 Exemplary	Proficient	2 Developing	1 Below Standard
OVERALL SUMMATIVE OUTCOMES RATING	4 Exemplary	Exemplary	Exemplary	Proficient	Developing
	3 Proficient	Exemplary	Proficient	Proficient	Developing
	2 Developing	Proficient	Proficient	Developing	Below Standard
	1 Below Standard	Developing	Developing	Below Standard	Below Standard

<h2 style="margin: 0;">Overall Rating</h2> <hr style="width: 20%; margin: 10px auto;"/>
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Comments:

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix C. Survey Parameters for Stakeholder Feedback

## Survey Questions Aligned to Connecticut Leadership Standards

Below are examples of stakeholder feedback survey questions that align to the six performance expectations captured in the Connecticut Leadership Standards. Incorporating feedback about leadership and school practices aligned to these standards is a critical design component of this portion of the administrator evaluation model. These questions are not intended to be applied as a survey themselves, but rather are included to provide examples of the types of questions applicable surveys may ask. Questions are included for each of the three survey types, and similar questions may be asked across all survey types; many school practice surveys or school climate surveys address leadership, for example, and school leadership surveys may ask questions that are not specifically about the principal. All examples below are framed to capture from the respondent the extent to which they agree or disagree with a specific statement (Likert scale rating).

<b>1</b> <b>Vision, Mission, and Goals:</b> <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a vision of learning, a strong organizational mission, and high expectations for student performance.</i>		
<b>Leadership Practice Surveys</b> For all stakeholders: "School leadership has made high expectations for student learning explicit at the school."	<b>School Practice Surveys:</b> For all stakeholders: "I am aware of the expectations for student performance at school."	<b>School Climate Surveys:</b> For all stakeholders: "Students are challenged to meet high expectations at the school."
<b>2</b> <b>Teaching and Learning:</b> <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching.</i>		
<b>Leadership Practice Surveys:</b> For teachers: "The principal at my school has established a formal, school wide process to create plans for instructional improvement."	<b>School Practice Surveys:</b> For parents: "My child can get extra help at the school if s/he needs it."	<b>School Climate Surveys:</b> For teachers: "Collaboration and feedback are valued at the school."
<b>3</b> <b>Organizational Systems and Safety:</b> <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i>		
<b>Leadership Practice Surveys:</b> For all stakeholders: "School leadership takes concrete and consistent action according to established procedures when safety is threatened at school."	<b>School Practice Surveys:</b> For all stakeholders: "Classes at the school are small enough." For all stakeholders: "The school has enough books and supplies."	<b>School Climate Surveys:</b> For all stakeholders: "This school provides a safe environment for teaching and learning." For all stakeholders: "This school provides a welcoming environment."
<b>4</b> <b>Families and Stakeholders:</b> <i>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.</i>		
<b>Leadership Practice Surveys:</b> For teachers: "When a student is struggling academically, teachers typically involve the student, their family, and other school staff in developing a plan to prevent failure."	<b>School Practice Surveys:</b> For family members: "I am aware of the school priorities and how they are put into practice."	<b>School Climate Surveys:</b> For family members: "I am treated with respect and dignity."
<b>5</b> <b>Ethics and Integrity:</b> <i>Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.</i>		
<b>Leadership Practice Surveys:</b> For all staff members: "School leadership's actions and statements are clearly aligned."	<b>School Practice Surveys:</b> For teachers: "Consequences for ethical lapses are clearly known and understood at my school."	<b>School Climate Surveys:</b> For teachers: "In general, actions that are rewarded at my school reflect the stated values of the school regardless of position or authority."
<b>6</b> <b>The Education System:</b> <i>Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs using systems of political, social, economic, legal and cultural contexts affecting education.</i>		
<b>Leadership Practice Surveys:</b> For staff members: "My needs are advocated for outside of the walls of the school."	<b>School Practice Surveys:</b> For staff members: "There are formal systems in place for me to raise broad concerns affecting the school community."	<b>School Climate Surveys:</b>

		For family members: “The school demonstrates an awareness of the values and circumstances of families like mine.”
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## Appendix D. Connecticut’s Measures of Student Academic Learning

<b>Measure</b>	<b>Definition</b>
<b>School Performance Index (SPI)</b>	The SPI is a measure of student achievement on Connecticut’s standardized assessments—the CMT and CAPT. For each subject tested—mathematics, reading, writing, and science—Connecticut reports performance for five achievement levels: Below Basic (BB), Proficient (P), Goal (G), and Advanced (A). For each student, the state calculates an Individual Performance Index (IPI), which represents performance across all tested subjects. The SPI is a compilation of the IPIs for all students in a school. The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level across all subjects and 100 indicates that all students scored at the Goal or Advanced level.
<b>Connecticut Master Test (CMT)</b>	The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.
<b>Connecticut Academic Performance Test (CAPT)</b>	The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.
<b>Subgroups</b>	ELLs, students with disabilities, black students, Hispanic students, and students eligible for free or reduced price lunch.

## Appendix E. The Relationship Between SPI And IOS

(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 F. School Improvement Plan**

School Improvement Plans (SIPs) and Program Improvement Plans (PIPs) are clearly articulated goals and action plans that are linked to school, program, and/or district goals. The administrator will collect and review sources of data to identify areas of need. These data sources may include but are not limited to standardized measures, state or program assessments, curriculum-based performance assessments, classroom observations, and/or feedback from peers, teachers, students and parents. In setting these goals, individual administrators or a team of administrators may collaborate to analyze the need for consistency across schools. They will then discuss their goal(s) along with a rationale for their goal(s) with their staff and other administrators. By August 15<sup>th</sup> the SIP/PIP will be submitted to the Superintendent.

### SMART Goal Format

Goal is:

- Strategic, Specific, Standards-Based
- Measurable
- Attainable
- Results-Based
- Time Bound



**School Improvement Plan  
SMART Goals**

Evaluattee Name \_\_\_\_\_

Evaluator Name \_\_\_\_\_

School \_\_\_\_\_

<b>Key Findings from Student Achievement and Stakeholder Survey Data</b>	<b>Outcome Goals 3 IOSs 1 Survey Area</b>	<b>Strategies</b>	<b>Timeline for Measuring Goal Outcomes</b>	<b>Monitoring Activities and Evidence of Success</b>	<b>Additional Skills, Knowledge and Support Needed</b>
	IOS 1:        IOS 2:        IOS 3:        Survey 1:				



## Appendix G. New Administrators Induction

The Tolland Public Schools recognizes the importance of providing newly appointed administrators with the types of support that enhance their opportunities for success. The newly appointed administrator will follow the evaluative timeline and program for tenured administrators with the following additional requirements and supports.

### Mentoring

A mentor other than the evaluator shall be assigned to each newly appointed administrator to serve as a coach and advisor. The mentor will be an administrator with the experience and skill set to serve as a confidant - providing insight and guidance on a candid and confidential basis.

Mentors for the principals are other principals in the district. The mentors for the assistant principal is another assistant principal or principal in the district. Mentors serve as a resource for the new administrators and provide referrals to other sources of support as needed (i.e. CT State department of education, administrators in other districts, professional organizations, etc.)

### Orientation

The newly appointed administrator shall participate in an induction process that includes an orientation to the philosophy, goals, policies, practices, and expectations of the Tolland Schools. Depending on their specific assignment and professional knowledge, new administrators will also have opportunities to interact with instructional leaders to learn how various curricula, programs, and instructional strategies are linked to student learning outcomes.

#### Step 1: Initial Induction

Once a new administrator is selected he or she is given an internal mentor. This placement should be within 10 days of hire. A mentor outside the district will also be encouraged during the first year of service.

#### Step 2: First Meetings

The mentor will meet/communicate with the beginning administrator at least daily during the first two weeks after the beginning administrator receives and begins the Tolland placement. The focus during these weeks is the general adjustment to this position and assistance with any specific issues or concerns.

#### Step 3: Overall Professional Growth

The new administrator will be encouraged and given opportunities to participate in professional development activities, delivered both within the school district and by external professional organizations. High priority topics will include, but not be limited to:

- Curriculum, Instruction and Assessment including analysis of student work and use of technology in the schools (Standards I, II, III, IV, V, VII, IX, and X\*)
- Supervision, Evaluation and Professional Development including training in the state's beginning teacher induction program and in the teacher evaluation and growth plan (Standards I, II, III, V, VII, IX, and X).
- Strategic Planning/School Improvement (Standards I, II, V, VII, VIII, IX, and X)
- School Culture and Community Relations (Standard VI and XII)
- Organization, Resources, and School Policies (Standard XI)
- Building Project and Facilities Management including furthering the total understanding of school operations. These meetings will take place with the immediate supervisor\*\*. (Standard XI)

\* From Connecticut Standards for School Leaders, Appendix A

\*\* Note: A new administrator's mentor is not their immediate supervisor/evaluator

## **Appendix H. Focused Professional Growth and Intensive Assistance Plans**

### **Focused Professional Growth Plan**

At times, an administrator may need additional structured assistance to improve performance of professional responsibilities. An evaluator, who has concerns about an administrator's performance will meet with the administrator to discuss the data that have prompted this professional judgment. An administrator may be placed on focused professional growth at any time of the year as determined by their evaluator. Both the evaluator and the administrator will document a plan of action to remedy the performance problem. Other administrators may be asked to serve as resource personnel. The plan of action must specifically address the professional growth that must occur over a specified timeline that will be unique to each administrator placed on a Focused Professional Growth Plan, but no longer than 6 consecutive school months.

The Plan will include:

- A list of what must be accomplished from the administrator (Form E)
- An Action Plan (Form F)
- A list of resources available, a list of resources needed to accomplish the goal(s). (Form F)
- A list of dates (at least one per month to review the administrator's progress (including a summative evaluation meeting date). (Form F and Form G)
- A summative evaluation (Form H).

Upon review of progress made toward correcting the problem in the growth areas, the evaluator will make one of the following recommendations:

- If the evaluator determines that the administrator has progressed satisfactorily, the evaluator will return the administrator to normal evaluation.
- If the evaluator determines that the administrator has not progressed satisfactorily, the evaluator will advise that administrator in a formal meeting. The administrator will be advised to have a representative present at the meeting.
- If the administrator is non-tenured and there has not been satisfactory progress, that administrator will be non-renewed.
- If the administrator is tenured and there has not been satisfactory progress at the end of the Focused Growth Plan, that administrator may be placed on the Intensive Assistance Plan.

Should an administrator disagree with the evaluator's assessment, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The evaluated administrator has the right to attach a statement to any evaluation report identifying areas of concern, presenting their perspective. If disagreements cannot be solved in this manner, the administrator can choose to follow the grievance procedure as outlined in the administrator's contract.

## Intensive Assistance Plan

When a tenured Tolland Administrator has failed to demonstrate competency against the standard in the Tolland Administrator Professional Growth and Evaluation Program, that administrator may be placed in the Intensive Assistance Plan.

The Intensive Assistance Plan will be initiated for a tenured administrator who has not made adequate progress at the completion of the focused professional growth plan. Under normal circumstances, the Intensive Assistance Plan will be in effect for **no more than 6** consecutive school months.

A review of the Administrator's Professional Growth Plan or an initial discussion should be held between the evaluator and the administrator focusing on areas of concern. The administrator and evaluator will develop an Intensive Assistance Plan. If the administrator refuses to assist in developing the plan, an Intensive Assistance Plan shall be developed by the evaluator and shall include:

- A list of what must be accomplished by the administrator. (Form I)
- An Action Plan. (Form J)
- A list of resources available and a list of resources needed to accomplish the goal(s). (Form J)
- A list of dates (bimonthly) to review the administrator's progress (including a tentative summative evaluation meeting date). (Form J & Form K)
- A summative evaluation. (Form L)

Upon review of the Intensive Assistance Plan and progress towards making progress towards remedying the problem/situation; the evaluator will make one of the following recommendations:

- If the evaluator determines that the administrator has progressed satisfactorily, the evaluator will return the administrator to focused professional growth.
- If the evaluator determines that the administrator has not progressed satisfactorily, the evaluator will advise that administrator in a formal meeting. The administrator will be advised to have a representative present at the meeting. The administrator may face additional disciplinary measures, including non-renewal of their contract.

Should an administrator disagree with the evaluator's assessment, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The evaluated administrator has the right to attach a statement to any evaluation report identifying areas of concern, presenting their perspective. If disagreements can not be resolved in this manner, the administrator can choose to follow the grievance procedure as outlined in the administrator's contract.