ENFIELD PUBLIC SCHOOLS

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Enfield Administrator Effectiveness and Performance Evaluation Handbook

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ENFIELD PUBLIC SCHOOLS

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The Process for Supervising and Evaluating Enfield Educators

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Overview of Administrator Evaluation Process

Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Enfield Public Schools administrator evaluation system defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community.

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:
- Exemplary Practice: Substantially exceeding indicators of performance
- Effective Practice: Meeting indicators of performance
- Developing Practice: Meeting some indicators of performance but not others
- Below Standard Practice : Not meeting indicators of performance

Mission of the Enfield Public Schools

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, our mission is to enable all students to meet high standards, make productive choices in their personal lives, contribute to a diverse global society and act as responsible citizens. To accomplish this, we must seek the necessary resources to:

- Provide a safe, nurturing and academically challenging learning environment.

- Provide students and staff with opportunities to reach their full potential.

- Prepare students to become productive, lifelong learners.

- Instill in our students a curiosity and love for learning which embraces the arts and the world around them.

- Prepare students to become self-reliant, honest, respectful and responsible members of a diverse and global society.

- Improve student learning by holding staff accountable for providing the most effective learning environment and using the most effective teaching strategies.

Achievement Goals

Achievement goals will be developed during the 2013-2014 school year and will be based on the new State of Connecticut accountability system for schools and school districts and new student assessment system, Smarter Balanced Assessment Consortium.

Four Categories of Administrator Evaluation
Overview of Process

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development.   **Figure 1** graphically represents the on-going cycle of professional review and development for Enfield Public Schools administrators.

<u>Figure 1</u>
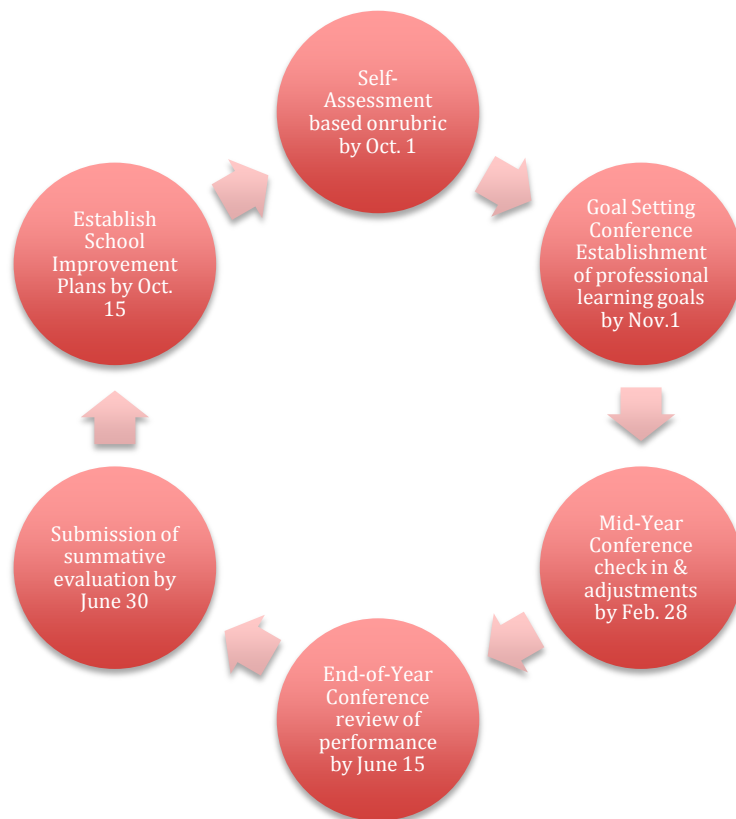
Essential to the process is the establishment of School Improvement Plans based on the district

improvement plans. Review of this and other fundamental school planning documents along with a self-assessment provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become the focus of collegial discussion during a midyear Conference to ensure administrators are tracking towards their anticipated performance and achievement outcomes **(see Form A in Appendix).** The mid-year conference also provide for a review of progress made toward an administrator's goals/objectives and must allow for revisions of established goals/objectives.
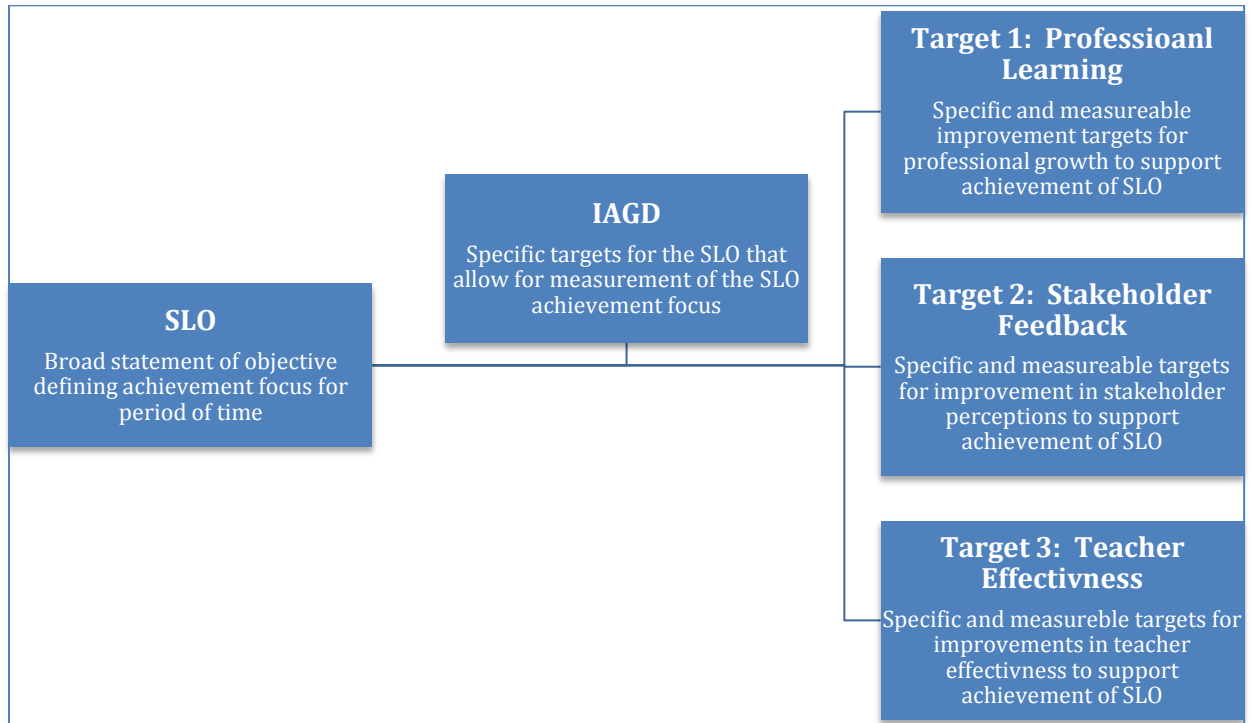
Goal Setting and Review

The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. *Form A* outlines the structure for this process.

Administrators begin with the self-reflection using the revised CT Common Core of Leading. Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their schools performance and the district and school improvement plans to establish two Student Learning Objectives, coupled with Indicators of Academic Growth and Development that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 18.   Additional data, if not already taken into consideration during the district and school improvement planning process, should also be considered.

Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their Student Learning Objectives and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The general structure for an administrator's goal setting for the year is outlined in **Figure 2**.

Figure 2

SLO
Broad statement of objective defining achievement focus for period of time

IAGD
Specific targets for the SLO that allow for measurement of the SLO achievement focus

Target 1: Professioanl Learning
Specific and measureable improvement targets for professional growth to support achievement of SLO

Target 2: Stakeholder Feedback
Specific and measureable targets for improvement in stakeholder perceptions to support achievement of SLO

Target 3: Teacher Effectivness
Specific and measureble targets for improvements in teacher effectivness to support achievement of SLO

Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.

Category 1: Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). For the purpose of this section, the word "administrator" will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant/associate principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district's teacher evaluation system.

Forty percent (40%) of an administrator's evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in *the revised CT Common Core of Leading.* Additional, review of artifacts including professional development plans, teacher feedback, self-assessment as well as planning documents, school improvement plans, and evidences of teacher development and evidences of professional relationships will also be considered in measuring administrator performance and practice. **Table 1** provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

<u>Table 1</u>

Action	Person	Documents	Timeline
Utilize the CCL to complete a self-assessment Enfield's revised CCL	Supervisor/ Administrator	Enfield CCL and Form A: Administrator Goal Setting, Self-Reflection and Conference Form	By October 1
Review of existing stakeholder data Must include: Leadership Surveys (parent and teachers) May include:	Supervisor/ Administrator	School Climate Survey Leadership Survey Parent and School wide Survey	By November 1

Parent/Student Surveys (optional) School Climate Surveys			
Review of School Improvement Plan	Supervisor/ Administrator	School Improvement Plan	By November 1 Goal Setting Conference
Goals Setting Conference related to principal's goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations	Supervisor/ Administrator	Form A: Administrator Goal Setting, Self-Reflection and Conference Form	By November 1
Establish a system of ***Informal Observations*** including but not limited to: brief observations of leadership practice e.g. staff meetings, Academic Walkthrough, Student Achievement Meetings, Professional Learning sessions, parent or student interaction (PTO); school-based instructional rounds; classroom visitations; Board of Ed meetings; Community Outreach; PPT meetings; school wide functions Written feedback provided	Supervisor/ Administrator/ and/or Supervisor Designee including but not limited to: content experts, specialists,	Form B: Observation Protocols	July 1-May 1
Conduct two (2) Planned, Formal Observation, one of which, must be an Academic Walkthrough for building principal (four (4) for	Supervisor/ Administrator	Form B: Observation Protocols	Visit 1 –Sept.-Jan. Visit 2 -Feb.-May

administrators who have received summative rating of Developing and Below Standard or administrators new to the district) Feedback on consistent standard-based observation forms/rubric, broken down by admin role/ expectations; supporting documents from administrator.. e.g. staff meetings, , Student Achievement Meetings, Professional Learning sessions, parent or student interaction (PTO); school-based instructional rounds; classroom visitations; Board of Ed meetings; Community Outreach; PPT meetings; school wide functions Written and Oral Feedback provided			
Mid-Year Conference related to principal's goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations. The mid-year conference provides for a review of progress made toward an administrator's goals/objectives and must allow for revisions of established goals/objectives.	Supervisor/ Administrator	From A: Goal Setting and Conference Form	By February 15

End-of- Year Conference related to principal's goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations	Supervisor/ Administrator	From A: Goal Setting and Conference Form	By June 15

For Assistant Principals and Central Office Staff, each of the above described processes will address specific job functions.

Documentation Review

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of the *CT Common Core of Leading*.   Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Domain(s)/Indicator(s) the artifact supports. **Table 2** shows how these artifacts will be organized to help evaluators and teachers engage in meaningful discussions about teacher performance and practice.

Table 2

	Current Practice by Indicator as of September:	Artifacts Presented as Evidence of Growth:
I. Professional Learning Goal Artifacts are provided for any indicator that is directly connected to the administrator's professional growth plan.	(DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)	Artifacts could include: • Self Assessment • Goal setting form • SIP • Theory of Action • Letters/Newsletters to Parents/Staff • Samples of Effective Feedback • Professional Learning Calendar • Faculty Meeting Agendas • Student Achievement Data • Survey data • Conferences/workshops attended • PowerPoints/Presentations for in-services
II. Artifacts are provided for any indicator in which there is a discrepancy between administrator's self-assessment and supervisor's assessment.	(DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)	*See above artifact list

Table 3 provides a list of documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

Table 3

Action	Person	Documents
Review of School Improvement Plan	Supervisor/ Admin	School Improvement Plan
Identification of key documents that support teaching and learning	Supervisor/ Admin	Faculty Meeting Agendas and PD plans
Review of school wide achievement data	Supervisor/ Admin	Student Achievement Results
Review of teacher summative observations/evaluations	Supervisor/ Admin	Summative Teacher Evaluation documents
Review of school climate data	Supervisor/ Admin	School Climate Survey
Review of Instructional Problem of Practice	Supervisor/ Admin	Problem of Practice – Results of School-Based Academic Walkthrough

Leadership Performance Rubric

Enfield Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The committee has selected *the CT Common Core of Leading.* Some modifications were made to language within the indicators and performance level descriptions; however, the overall integrity of the leadership rubric has not been compromised.

Appendix B shows the full rubric to be used for all procedures associated with the 40% administrator performance and practice.

Enfield Public Schools will use the following structure to weigh the six (6) Performance Expectations of the CT Common Core of Leading for principals.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals		10%	
Teaching and Learning		40%	
Organizational Systems and Safety		15%	
Families and Stakeholders		15%	
Ethics and Integrity		10%	
The Education System		10%	
Total			

e.g.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals	2	10%	.20
Teaching and Learning	2	40%	.80
Organizational Systems and Safety	4	15%	.60
Families and Stakeholders	2	15%	.30
Ethics and Integrity	3	50%	.30
The Education System	4	10%	.40
Total			2.60

Assistant principals' rating must be based on evidence collected about leadership practice as described in the *CT Common Core of Leading*. Within the standards, evaluators may limit the

rating to those elements that are relevant to the assistant principals' job duties. The weighting of standards may be different for each assistant principal, but the evaluators must establish the weights as part of the goal setting conference at the start of the school year. Enfield will use the observation of assistant principals' practice to highlight an individual's readiness for the principalship.

Performance ratings that the superintendent or designee make based on direct observation of school-based administrator practice are based on a rubric that also meet the following criteria:
- It is aligned to the *CT Common Core of Leading*
- It distinguishes among four levels of performance, and
- It identifies administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations.

For central office administrators, the district will generate ratings from evidence collected directly from the *CT Common Core of Leading*.

In rating administrators against the rubric, the evaluator will identify a performance rating with written evidence to support the rating for each leadership standard. The superintendent or designee shall provide timely feedback, at least but not limited to, at the mid-year and end-of-year conferences. In addition, the evaluator will identify the strengths and growth areas of the administrator.

Evaluator Training, Monitoring and Proficiency Assessment

All evaluators will be required to complete extensive training on the evaluation model. The district will provide all evaluators of administrators with training focused on the administrator evaluations system including at least, but not limited to, training on conducting effective observations and providing high quality feedback. In addition, the district will provide ongoing training and monitor implementation through their Administrative Council meetings and summer retreats. ReVision Learning Partnership, LLC, will facilitate these multi-session training sessions. These multi-session training sessions will begin with a workshop designed to familiarize administrators with the *Enfield Public Schools Educator Performance, Practice, and Professional Growth Standards* and to identify evidence aligned with each Domain. Training sessions two and three are devoted to identifying administrator growth needs in the area of supervision, evaluation, and coaching teachers.

Sessions four and five are focused on calibration, where district administrators engage in activities to view instruction, dissect the observed teacher behaviors, and align them to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the proficiency and inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended. In sessions six and seven, administrators will refine the coaching approaches they take with teachers to ensure improved instruction.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the CT Common Core of Leading Leadership Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

Form B provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator's final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **From C** to record a final rating.

e.g.

Performance and Practice Rating:

| Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating 2.6			
Rating Scale		Developing	

Category 2: Stakeholder Feedback (10%)

Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of administrator and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Enfield will apply an analysis of administrator improvement to assessment of performance relative to Stakeholder Feedback in year 2 which will allow for a clear understanding of growth. Enfield will set both common targets of improvement and performance for all administrators as well as, where necessary, set specific targets for individual administrators. For central office administrators, feedback will be collected from the stakeholders the administrator serves.

Enfield Public Schools has selected to use the School Climate Survey. The School Climate Survey will be used to survey both parents and teachers. A separate survey has been created for students in grades K-12. Results of both surveys will establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance. The district may elect to include the survey response rate as an input to the rating on feedback as a way to increase the validity of survey results.

Appendix D provides examples of survey questions from the selected Enfield Public School survey
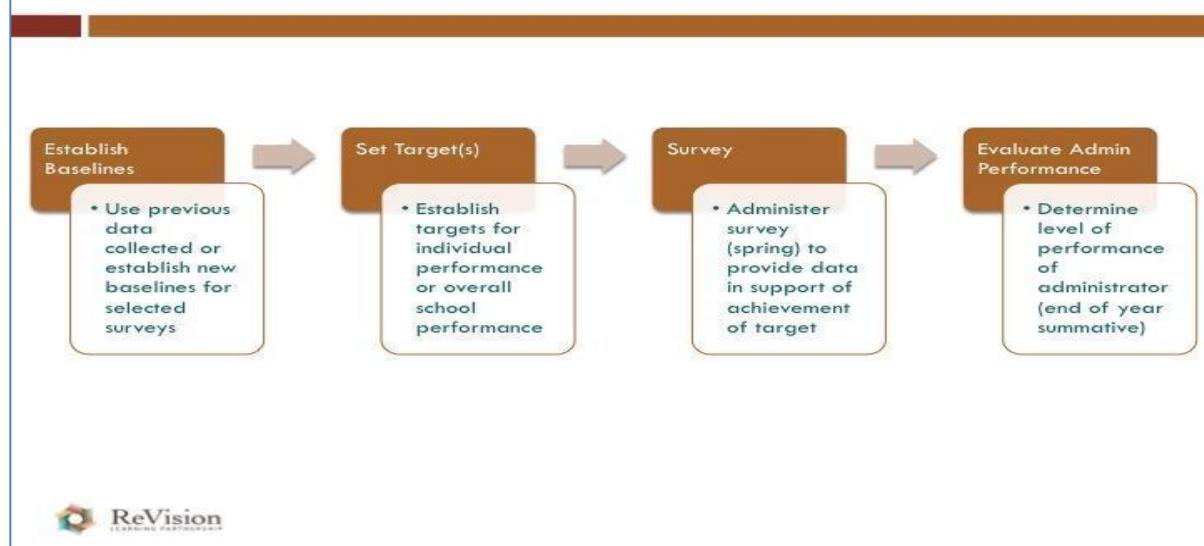
Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specifics connections between the Student Learning Objectives being set and the targets and associated actions in response to Stakeholder Feedback. **Form A: Administrator Goal Setting, Self-Reflection and Conference Form** is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating			
Rating Scale			

e.g.

> **Example:** Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at effective.
>
> 50% rating at effective showing a 5% change, which would constitute a *Developing* rating based on the rating scale.
>
> **For purposes of this example, it suggests that the target was met at 55% responding at "effective" on the survey question(s)**

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating		3	
Rating Scale		Proficient	

Category 3: Student Learning Measures (45%)

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved accountability system. This portion must include:
    - School Performance Index (SPI) progress from year to year;
    - SPI progress for student subgroups
- Twenty-two point five percent (22.5%) of an administrator's rating shall be 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.

Sample Local Measures in Enfield include:
- DRA
- DRP
- DAW

- Performance Tasks (District)
- Behavioral
- Attendance
- Gates-MacGinitie
- District Literacy Assessments
- District Numeracy Assessments
- Fitness Assessment
- Attendance Data – Absence/Tardy
- ISS Data
- OSS DataDAW
- Performance Tasks (SBAC)
- Behavioral Data
- Attendance Data

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate
  and SAT scores, AP scores or percentage of college bound students

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content-area assessments, AP examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school-or classroom-developed assessments in subject areas for which there are no available state assessments.

Additional district administrators are allowed to write 2 SLO's based on locally developed measures and that focus on a subset of staff, grade level, or content consistent with the job responsibilities.

Form A: Administrator Goal Setting, Self-Reflection and Conference Form is used to support the articulation of Student Learning Goals and associated targets.

SLO Scoring

Scoring for SLO 1 is based on the SPI and the SDE process outlined in the default model -SEED

Scoring for SLO's: SLO2 and 3 (where applicable) will receive 2 scores
- 1 Score for Whole Student Performance
- 1 Score for Subgroup Performance

Whole Group Performance

Level 4	Level 3	Level 2	Level 1
At least 100% of students met the SLO- and IAGD Targets.	At least 86-100% of students met the SLO- and IAGD Targets.	At least 50-85% of students met the SLO- and IAGD Targets.	Less than 50% of students met the SLO and IAGD Targets.

Sub Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students in targeted subgroups met the SLO and IAGD Targets.	At least 70% of students in targeted subgroups met the SLO and IAGD Targets.	At least 50% of students in targeted subgroups met the SLO and IAGD Targets.	Less than 50% of students in targeted subgroups met the SLO and IAGD Targets.

The two scores for SLO 2 are averaged together
The two scores for SLO 3 (where applicable) are averaged together

Example Student Learning Objectives

SLO1 has to be based on state-administered assessments.

The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target.
Goal for achievement gap is less than 10.

The State Department of Education has established a school classification system to support schools is the analysis and design of performance targets related to the SPI. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI. The classifications are as follows:
- Excelling
- Progressing

- Transitioning
- Turnaround

Information on the CSDE classification system can be found in the Appendix E.

Below is an example of SLO's and IAGD's.

SLO1: Increase current SPI of 67 to 77 in the 2013-2014 school year

IAGD1: Decrease the percent of students scoring basic by 50% across reading (From 20 students scoring basic in reading =<10 students scoring basic)
IAGD2: Increase the percentage of proficient students belonging to a subgroup from the current 25% to 45% in reading.

SLO2: Increase the percentage of students who are reading on grade level

IAGD1: 85% of students in grade 2 will meet goal on DIBELS spring assessment.
IAGD2: 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

High School Example:
SLO1: Make progress towards state's 2018 4-year graduation rate of 94%

IAGD1: Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%
IAGD2: Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

SLO2: Improve student performance on AP exams.
IAGD1: Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%
IAGD2: Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

e.g.

Using the scoring structure provided on page 18, below is a sample score

	Whole Group Performance	Subgroup Performance	Average
SLO 1	3	2	2.5
SLO 2	2	3	2.5
Exemplary Practice	**Proficient Practice**	**Developing Practice**	**Below Standard Practice**
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
		Total Score	**2.5**
		Rating Scale	**Proficient**

Category 4: Teacher Effectiveness (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes.

- Improving the percentage (or meeting a target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall teacher effectiveness scores (after a baseline has been established).
- Number of teachers participating in Career Development programs offered by the District.

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Enfield Public Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO's but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

In Year One

Teacher Effectiveness Component	Weight
SLO's	100
Practice Ratings	0

Year 2 and Beyond

Teacher Effectiveness Component	Weight
SLO's	50
Practice Ratings	50

A Supervisors assessment of these areas is based on the following:

SLO's			
Exemplary Practice (4)	**Effective Practice (3)**	**Developing Practice (2)**	**Below Standard Practice (1)**
81-100% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	61-80% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	50-60% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	0-49% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

Practice Ratings			
Exemplary Practice (4)	**Effective Practice (3)**	**Developing Practice (2)**	**Below Standard Practice (1)**
81-100% of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level	61-80% of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level	50-60% of teachers of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level	0-49% of teachers of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level

Specific structures for review of performance on these important Year Two Teacher Effectiveness components will be reviewed throughout the 2013-2014 school year in order to establish fair and appropriate system of analysis of administrator performance. In Year One, only SLO performance will constitute the 5% for Teacher Effectiveness

Teacher Effectiveness Component (Year 2 and beyond)	Score	Weight	Points (Score x weight)
SLO's		50%	
Practice Ratings		50%	
Total Score			

e.g.

Teacher Effectiveness Component	Score	Weight	Points (Score x weight)
SLO's	2	50%	1.0
Practice Ratings	2	50%	1.0
Total Score			2
Rating Scale			**Developing**

Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

Step 1: Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of Year Conference combined with performance towards stakeholder feedback targets

Step 2: Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning

Step 3: Combine the two ratings into an overall rating using the ***Summative Rating Matrix***

Step 1: PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. ***Form B Observation*** are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

Step 2: OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the ***Administrator Student Learning Rating Form***, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating.

Step 3: OVERALL RATING: Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the supervisor should examine the data and gather additional information in order to make a final rating.

Summative Rating Matrix		Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Proficient	Proficient	Proficient	Gather further information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

Enfield defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. Enfield uses the following patterns:

Novice administrators (administrators in years 1 through 4) shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A below standard rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

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

Example of Summative Rating Form (see Form C)

Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against ***CT Common Core of Leading***
Comments
Administrator: *Throughout the year I have concentrated my efforts on improvements in Performance expectation #1 Vision, Mission, and Goals. I have seen significant improvements in my communication of the vision but continue to work on building a shared understanding among my staff. I also continue to need concentrated time to explore my skills as an instructional leader as represented in my final assessments in Performance Expectation #2.*
Superintendent: *Over the course of this year we have seen some growth in the ability to establish a clear, data driven, vision for the school but continued effort needs to occur related to communication of that vision with staff. Furthermore, a clear connection needs to be made between the vision and mission and a cycle of continuous improvement for the school. Organizing to realize the vision and mission becomes a key focus for next school year.*

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total		2.35	
Rating Scale		Developing	

Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
Comments
Administrator: *The school concentrated on parent communication this past year based on data showing a 60% response rate below effective practice. We established school wide goals that allowed us to concentrate our efforts on changing the level and quality of our parent outreach. As a result we met our primary target of increasing the total positive responses to the parent communication sections and we provided additional opportunities for feedback to help us understand the overall impact of our efforts.*
Superintendent: *The administrator met the target set at the beginning of the year while engaging in the right type of consistent action to ensure success in meeting those targets. The administrator sought feedback from parents throughout the year at both newly designed and introduced outreach programs as well as traditional parent-school opportunities.*

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total		3	
Rating Scale		Proficient	

Student Learning Measure

Summative evaluation of performance based on Review of SLO's
Comments
Administrator: *The school has been able to increase its SPI score by two points this year and has met greater than 50% of all its whole group and subgroup performance targets. The school leadership team has worked closely with teachers to examine their student's performance in a deeper way this year and we have established a stronger school wide culture of achievement.*
Superintendent: *The administrator has been able to increase its SPI this year and has met many of the targets set at the beginning of the year. The work completed to align teacher performance across the school has created a positive environment for learning. Additional focus on specific classroom outcomes to encourage changes in performance across the school and within subgroups will be necessary to continue to move student outcomes.*

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total SLO 1		2.5	
Total SLO 2		2.5	
TOTAL SLO SCORE		2.5	
Rating Scale		Developing	

Teacher Effectiveness

Summative evaluation of performance based on Teacher Effectiveness targets
Comments
Administrator: *We have continued to concentrate on creating a culture of achievement in our school that continues to create positive results for our students. As a result, 50% of the teachers have met the objectives and Indicators of Academic Growth and Development.*
Superintendent: *Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.*

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
		2	
Total		2	
Rating Scale		Developing	

Total Overall Rating

Practice Rating = **Proficient**

Outcomes Rating = **Developing**

Overall Summative Rating = **Developing**

Evaluation-Based Professional Learning

Administrators attend conferences, workshops, participate in curriculum development committees, participate in school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

Individual Administrator Improvement and Remediation Plans

Enfield Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is ***Developing or Below Standard***. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative (see Form D). The plan must:

● Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;

● Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and

- Include indicators of success, including a summative rating of Proficient or better at the conclusion of the improvement or remediation plan.

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible June meeting for articulation of planning for following school year – this must align to district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).
2. The Evaluator and a representative from the District's Department of Human Resources will conduct the conference with the administrator. At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).
3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.
6. Following the conclusion of the ten-(10) day response period, the Evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support program. This meeting will include both the administrator and a representative from Human Resources.
7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.
8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and

timely measures in an effort to effect an improvement in the administrator's professional practice.

9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Career Development and Professional Growth

Enfield will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators with an evaluation of Effective or Highly Effective will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For administrators rated Highly Effective, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career administrators or administrators new to Enfield; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

Career Development and Growth Options

Enfield Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the Enfield Public Schools Administrator evaluation program. Through their Professional Growth Planning, administrators can control their own professional development after receiving feedback and guidance from their direct supervisor.

Professional Growth Options include, but are not limited to the following:

A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

B. **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and

student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

C. **Independent Project** – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. **Portfolio** – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Enfield Public Schools Teaching and Learning Framework
- Connecticut's Common Core Leading
- Common Core State Standards
- Standards for School Leaders (as applies to administrators)

E. **Leadership and Collaboration** – This option allows for the teacher to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Teachers are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

H. **Other** – Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

Orientation and Training Programs

During the spring of 2013, Enfield will provide a series of half-day sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to Enfield's Common Core of Leading and the Leadership Performance Rubric, so that all administrators fully understand performance expectations and the requirement for being an "effective" administrator. Additional sessions will be provided throughout the academic year that will provide Enfield administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 30, Enfield will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 domains that are part of the plan, the process and timeline for plan implementation, and

the process for arriving at a summative evaluation. One full day of training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Two additional days of training will be provided on the other components in the plan.

Appendices

Appendix A - Enfield Supervisory Organizational Chart

Appendix B - Leadership Rubric

CT Common Core of Leading

Appendix C - Forms

Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Form B: Observation Protocols
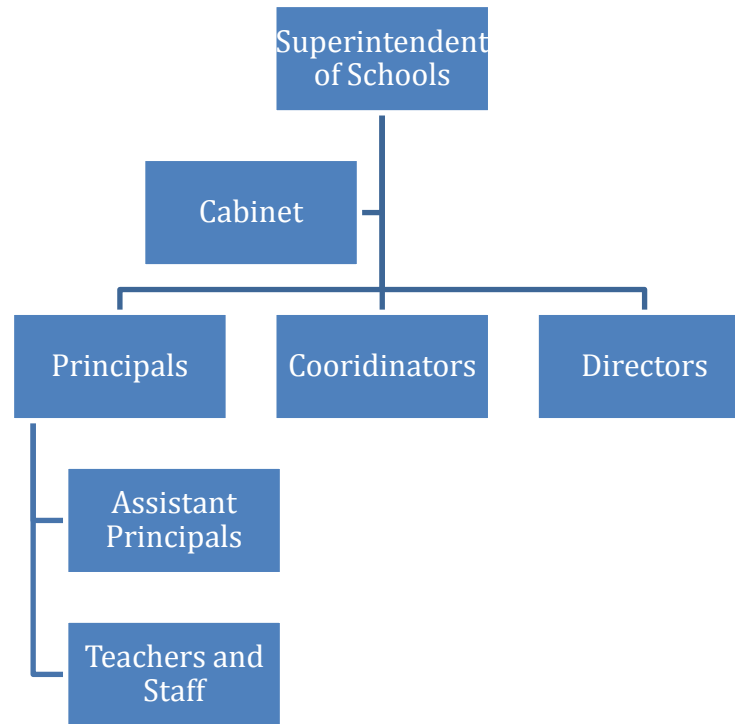
Form C: Summative Rating Form

Form D: Administrator Support Plan

Appendix D – Sample Surveys

Appendix E – CSDE SPI Classification and Performance Targets

Appendix A - Enfield Supervisory Organizational Chart

Enfield Public Schools
Supervision and Evaluation of Administrative Personnel

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                    Superintendent
                      of Schools
                          │
         ┌────────────────┤
      Cabinet             │
         └────┐   ┌───────┼───────────────┐
              │   │       │               │
           Principals  Cooridinators   Directors
              │
              ├── Assistant
              │    Principals
              │
              └── Teachers and
                   Staff
```

Appendix B – CT Common Core of Leading

In the [Dates], Enfield Public Schools completed a committee-based review of the CSDE Common Core of Leading. Through this committee process, the district determined that this framework would become the basis for all summative evaluations as described in the *Enfield Administrator Effectiveness and Performance Evaluation Manual*.

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:
Education leader[1] 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 staff[2] and high expectations for student performance.

Element A: High Expectations for All
Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader...

Indicator	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	**uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.**	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	**aligns the vision, mission and goals of the school to district, state and federal policies.**	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. Diverse perspectives, collaboration, and effective learning	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.	**incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.**	collaboratively creates a shared vision of high expectations with all stakeholders[3] and builds staff capacity to implement a shared vision for high student achievement.

[1]**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)
[2]**Staff:** all educators and non-certified staff
[3]**Stakeholders:** a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals
Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader…

Indicator	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
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.	**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.**	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.
2 .*Communicates vision and advocates for effective learning for all*	Is 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.	**publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.**	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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. Analyzes data to identify needs and gaps between outcomes and goals	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	**uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.**	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2. Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	**uses data, research and best practice to shape programs and activities and regularly assesses their effects.** **analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.**	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	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.
4. Seeks and aligns resources	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	**seeks and aligns resources to achieve the vision, mission and goals.**	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader…

Indicator	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
1. Closes achievement gaps	is unaware of the achievement gap[1]. 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[1] 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.
2. Supports and Evaluates Professional Development	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[2] 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.

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

3. Fosters Inquiry and Collaboration for Improvement	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.
5. Supports Teacher Reflection and Leadership	provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	**provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.**	provides time and resources for teacher collaboration and builds the capacity. of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.
6. Provides Feedback to Improve Instruction	ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	provides sporadic feedback based on data, assessments or evaluations. monitors some teachers' practice for improvements based on feedback.	**provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.**	provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. 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.

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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. Aligns Curriculum, Instruction and Assessment to Standards	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.
2. Improves Instruction for the Diverse Needs of All Students	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[1].**	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.

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[1]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 Practice	Developing Practice	Effective Practice	Exemplary Practice
3.. *Collaboratively Monitors and Adjusts Curriculum and Instruction*	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.
4. *Provides Resources and Training for Extended Learning*	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.
5. *Supports the Success of Faculty and Students as Global Citizens[1]*	focuses only on established academic standards as goals for student and staff skills. provides limited support or development for staff or students associated with the dispositions for a global citizen.	supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	**assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.**	establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.

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[1]**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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. Uses Multiple Sources of Information[1] to Improve Instruction	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.
2. Evaluates Staff	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.
3. Communicates Progress	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.

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

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

Element A: Welfare and Safety of Students, Faculty and Staff
Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader...

Indicator	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
1. *Develops safety and security plan*	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.
2. *Establishes positive school climate for learning*	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.

3. Develops community norms for learning	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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. *Evaluates and improves operational systems*	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.
2. *Safe physical plant*	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.
3. *Uses data systems to inform practice*	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.
4. *Identifies and uses equipment and technology for learning*	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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. *Aligns resources to goals*	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.
2.. *Recruits and retains staff*	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.
3. *Conducts staff evaluations*	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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. *Accesses family and community resources*	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.
2. *Engages families in decisions*	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.
3. *Communicates with families and community*	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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. *Communicates effectively*	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	**demonstrates the ability to understand, communicate with, and interact effectively with people.**	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. *Understands and accommodates diverse[1] student and community conditions*	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	**uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.**	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
3. *Capitalizes on diversity*	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	**capitalizes on the diversity of the community as an asset to strengthen education.**	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. *Collaborates with community programs*	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	**collaborates with community programs serving students with diverse needs.**	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. *Involves all stakeholders*	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.

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[1]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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. *Collaborates with community agencies*	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.
2. *Develops relationships with community agencies*	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.
3. *Applies resources to meet the needs of children and families*	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
1. *Professional Responsibility*	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		**exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.**	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. *Ethics*	does not consistently demonstrate personal and professional ethical practices.		**models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.**	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. *Equity and Social Justice*[1]	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	**uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.**	• removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. • promotes social justice by ensuring all students have access to educational opportunities.
4. *Rights and Confidentiality*	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.**	• builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

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

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Respects the Dignity and Worth of Each Individual*	does not consistently treat everyone with respect.		**demonstrates respect for the inherent dignity and worth of each individual.**	promotes the recognition of the dignity and worth of everyone.
2. *Models Respect for Diversity and Equitable Practices*	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.
3. *Advocates for Mission, Vision and Goals*	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.
4. *Ensures a Positive Learning Environment*	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	**overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.**	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Lifelong Learning	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	**models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.**	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. Support of Professional Learning	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	**supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.**	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. Allocates Resources Equitably	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	**allocates resources equitably to sustain a high level of organizational performance.**	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. Promotes Appropriate Use of Technology	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	**promotes understanding of the legal, social and ethical use of technology among all members of the school community.**	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. Inspires Student Success	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
1. *Promotes public discussion about educational laws, policies and regulations*	does not consistently follow current federal, state and local education laws, policies 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 shares 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.
2. *Builds relationships with stakeholders and policymakers*	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.

3. Advocates for equity, access and adequacy of student and family resources	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
1. Accurately communicates educational performance	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.
2. Improves public understanding of legislation, policy and laws	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.
3. Upholds laws and influences educational policies and regulations	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
1. *Advocates for public policies to support the present and future needs of children and families*	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.
2. *Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources*	is unaware of policies that result in equitable resources to meets 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.
3. *Collaborates with leaders to inform planning, policies and programs*	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 C – Forms

Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Name: Date:

School: Position:

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

A.   High Performance for All

B.   Shared Commitments to Implement the Vision, Mission and Goals

C.   Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development

#2 - Teaching and Learning:

A.   Strong Professional Culture

B.   Curriculum and Instruction

C.   Assessment and Accountability

Areas of Strength	Areas of Development

#3- Organizational Systems and Safety:

A.   Welfare and Safety of Students, Faculty and Staff

B.   Operational Systems

C.   Fiscal and Human Resources

Areas of Strength	Areas of Development

#4- Families and Stakeholders:

A.   Collaboration with Families and Community Members

B.   Community Interests and Needs

C.   Community Resources

Areas of Strength	Areas of Development

#5-Ethics and Integrity:

A.   Ethical and Legal Standards of the Profession

B.   Personal Values and Beliefs

C.   High Standards for Self and Others:

Areas of Strength	Areas of Development

#6 - The Educational System:

A.   Professional Influence

B.   The Educational Policy Environment

C.   Policy Engagement

Areas of Strength	Areas of Development

Goal Setting Conference, to be completed by November 1 (see pp. 17 – 21 of Administrator Evaluation Manual)

2 Goals: two goals around student learning and student outcomes:

SLO Goal #1(SPI-based):

Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)

      Target #2 related to stakeholder feedback (Measurable with evidence)

      Target #3 – related to teacher effectiveness (Measurable with evidence)

SLO goal #2(locally determined measures-based):

      Target #1 related to professional learning (Measurable with evidence)

      Target #2 related to stakeholder feedback (Measurable with evidence)

      Target #3 – related to teacher effectiveness (Measurable with evidence)

Optional Goal (to align with key elements that have not been addressed through first two SLO's):

Mid-Year Conference, completed by February 15:

Evidence (observation, documents, conversations) of Progress Toward Goal#1:	Mid-Year adjustment of Goal #1 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Goal#2:	Mid-Year adjustment of Goal #2 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Optional Goal:	Mid-Year adjustment of Optional Goal (if needed):
Administrator:	
Superintendent:	

End of Year Summative Conference, completed by June 15

End of Year Conference, Goal#1: **Evidence** (observation, documents, conversations)	End of Year Conference, Goal#1: **Comments**
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice

End of Year Conference, Goal#2: **Evidence** (observation, documents, conversations)	End of Year Conference, Goal#2: **Comments**
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice

End of Year Conference, Optional Goal #3: Evidence	End of Year Conference, Optional Goal#2: Comments
Administrator:	Administrator:

Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice

Form B Observation Protocols

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

D.   High Performance for All

E.   Shared Commitments to Implement the Vision, Mission and Goals

F.   Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development
Performance Expectation Rating	

#2 - Teaching and Learning:

D.   Strong Professional Culture

E.   Curriculum and Instruction

F.   Assessment and Accountability

Areas of Strength	Areas of Development
Performance Expectation Rating	

#3- Organizational Systems and Safety:

D.   Welfare and Safety of Students, Faculty and Staff

E.   Operational Systems

F.   Fiscal and Human Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#4- Families and Stakeholders:

D.   Collaboration with Families and Community Members

E.   Community Interests and Needs

F.   Community Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#5-Ethics and Integrity:

D.   Ethical and Legal Standards of the Profession

E.   Personal Values and Beliefs

F.   High Standards for Self and Others:

Areas of Strength	Areas of Development
Performance Expectation Rating	

#6 - The Educational System:

D.   Professional Influence

E.   The Educational Policy Environment

F.   Policy Engagement

Areas of Strength	Areas of Development
Performance Expectation Rating	

Form C: Summative Rating Form

Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against *CT Common Core of Leading*
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
	Total		
	Rating Scale		

Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
	Total		
	Rating Scale		

Student Learning Measure

Summative evaluation of performance based on Review of SLO's
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total SLO 1			
Total SLO 2			
TOTAL SLO SCORE			
Rating Scale			

Student Learning Measure

Summative evaluation of performance based on Teacher Effectiveness targets
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total			
Rating Scale			

Total Overall Rating

Practice Rating = _____

Outcomes Rating = _____

Overall Summative Rating = _____

Form D – Administrator Support Plan Form

Principal/Administrator: _____

Superintendent/Evaluator: _____

The Intensive Support Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly.
1. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:
2. Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)
3. Strategies/Activities to Be Implemented to Address the Concern:
4. System of Support to Promote the Administrator's Success:
5. Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):

_____   _____   _____
Superintendent/Evaluator   Administrator   Date

_____   _____   _____
Rep from Human Resources   Rep from Enfield Education   Date
                                                    Association

Copy to administrator, copy to local school working file, original to Human Resources/personnel file

Appendix D - Sample Surveys

[Survey Type] will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance.

Below is a subset of questions from a sample student [Survey Type] for Grades 3-5:

Below is a subset of questions from a sample parent [Survey Type] for Grades 3-5:

Appendix E – CSDE SPI Classification and Performance Targets

School Classification:

- **Excelling** ────────▶ Met all state targets
- **Progressing** ────────▶ Meeting annual targets
- **Transition** ────────▶ Not meeting annual targets
- **Review (inc. Focus)** ⎤
- **Turnaround** ⎦ Need the most support: eligible for Commissioner's Network; otherwise, district-led interventions and redesign

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Excelling Schools

Description	Performance Targets	Interventions
Meet state targets: ‣ SPI > 88 ‣ 4yr grad > 94% ‣ Ext. grad > 96% ‣ Maj. of subgp. gaps < 10 and ‣ > 25% Adv. In three of four subjects	‣ Maintain SPI > 88 ‣ Maintain 4yr grad > 94% ‣ Maintain Ext. grad > 96% ‣ If subgp. SPI < 88, increase so that ½ way to 88 by 2018	‣ Drive own improvement

Progressing Schools

Description	Performance Targets	Interventions
‣ SPI > 88 **and miss one of:** ‣ Maj. of subgp. gaps < 10 ‣ 4yr grad > 94% ‣ Ext. grad > 96% **OR** ‣ 64 < SPI < 88 **and meet all of:** ‣ Performance target for SPI ‣ 4yr grad > 90% ‣ Ext. grad > 93% ‣ Maj. of subgp. gaps < 10	‣ Increase SPI so ½ way to 88 by 2018 ‣ Increase subgroup SPIs so ½ way to 88 by 2018 ‣ Increase 4yr grad so ½ way to 94% by 2018 ‣ Increase Ext grad so ½ way to 96% by 2018	‣ Self-review

Transition Schools

Description	Performance Targets	Interventions
‣ 64 < SPI < 88 **and miss one of:** ‣ Performance target for SPI ‣ 4yr grad > 90% ‣ Ext. grad > 93% ‣ Maj. of subgp. gaps < 10	‣ Increase SPI so ½ way to 88 by 2018 ‣ Increase subgroup SPIs so ½ way to 88 by 2018 ‣ Increase 4yr grad so ½ way to 94% by 2018 ‣ Increase Ext grad so ½ way to 96% by 2018	‣ District-led review

Schools in need of the greatest support

Description	Performance Targets	Interventions
‣ SPI < 64 OR ‣ 4yr grad < 60 OR ‣ Part. rate < 95% OR ‣ Subgroups among lowest performing in state (Focus Schools)	‣ Increase SPI so ½ way to 88 by 2018 or 3 pts. ‣ Increase subgroup SPIs so ½ way to 88 by 2018 ‣ Increase 4yr grad so ½ way to 94% by 2018 ‣ Increase Ext grad so ½ way to 96% by 2018	‣ Eligible for Commissioner's Network ‣ Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions

Schools in need of the greatest support

Turnaround	Focus	Review
‣ SIG Schools ‣ Lowest 5% of Title I Schools ‣ CSDE will be involved in interventions in these schools	‣ Lowest performing subgroups: eligible for F/R lunch, SWD, ELL, Black, Hispanic ‣ 4-yr grad rate < 60% ‣ Interventions must occur in 2012–13; identified based on 2011 data	‣ School Performance Index lower than 64 for "all students" ‣ Interventions occur in 2013–14 and 2014–15