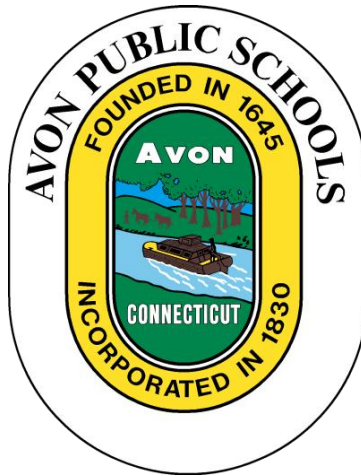


Avon Public Schools Avon, Connecticut



Administrator Evaluation and Development Model

Adopted by the Board of Education
10/21/14

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ADMINISTRATOR EVALUATION AND DEVELOPMENT MODEL

Introduction

Avon's administrator evaluation system applies to all administrators working under their 092 certification. The administrator evaluation and development model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The administrator evaluation model is based on three core design principles:

- 1. Focus on what matters most:** The guidelines for evaluation focus on four areas of administrator performance— student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).
- 2. Emphasize growth over time:** The evaluation of an administrator's performance should primarily be about their improvement from an established starting point. This applies to the professional practice focus areas and outcomes the administrator is striving to attain. This is accomplished utilizing a goal-setting process.
- 3. Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. Of equal importance are the professional conversations between an evaluator and his/her evaluatee, in addition to evaluator's observations of their evaluatee's practice to make informed judgments about the quality and efficacy of practice.

This document describes the process of evaluation, details the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – and, finally, the steps evaluators take to reach a summative rating for an evaluatee.

Administrator Evaluation and Development Overview

The evaluation and development model consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

- 1. Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
 - (b) Stakeholder Feedback (10%)** on leadership practice through surveys

2. Student Outcomes Related Indicators: An evaluation of an administrator’s contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

- (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state’s accountability system for schools and (b) performance and growth on locally-determined measures
- (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs)

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

- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance

Process and Timeline

This section describes the annual process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator’s subsequent goal setting, as the cycle continues into the subsequent year.

The plan development, implementation and evidence collection cycle is as follows:

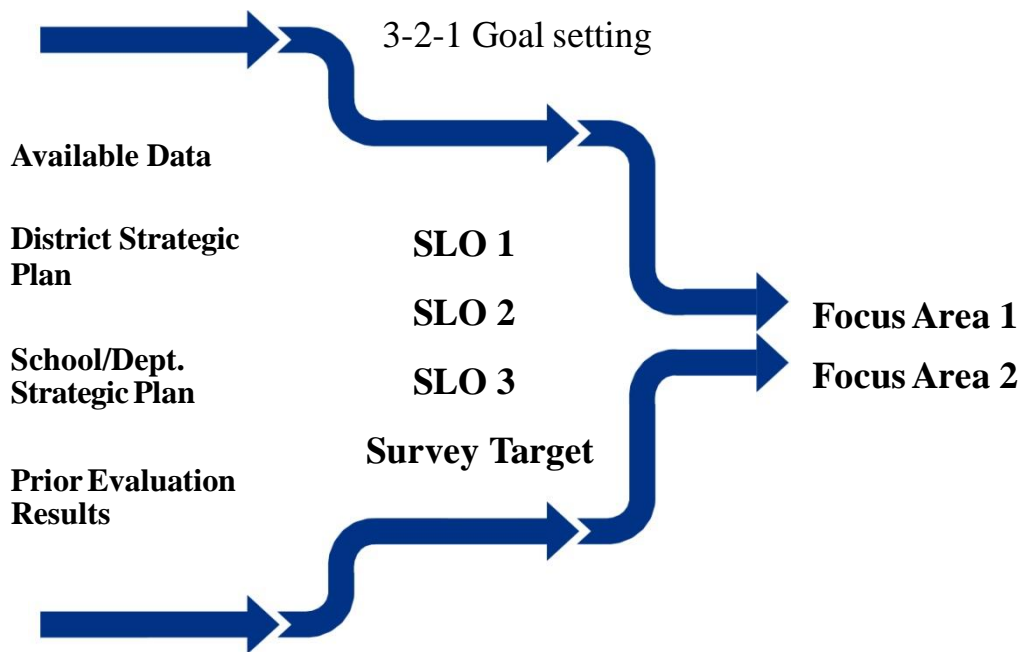


*Summative assessment finalized in August

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

1. Student learning data to review and the state assigned School Performance Index (SPI) rating
2. Stakeholder survey data to review
3. The District Strategic Plan, detailing the student learning objectives within the Achievement Goal for the year
4. The School/Department Strategic plan that includes student learning objectives within the Achievement Goal

Step 2 Goal-Setting and Plan Development: Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the District Strategic Plan, their school/department strategic plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey target, choosing from among the elements of the CCL: Connecticut School Leadership Standards. Administrators are rated on all six Performance Expectations, but are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth that connect improvement in the practice focus areas to the outcome goals and survey target. This creates a logical through-line from practice to outcomes.

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

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

The evaluator and evaluatee also discuss the appropriate resources and professional development needs to support the evaluatee in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and development plan.

In the event the evaluatee and the evaluator are unable to agree on the goals, support and/or sources of evidence, an evaluation team will be consulted to assist in resolving the impasse. The evaluation team will be comprised of an Avon administrator of the evaluatee's choice, another member selected by the Superintendent of Schools, and a mutually agreed third party. The decision of the evaluation team shall be binding.

The focus areas, goals, activities, outcomes and time line will be reviewed by the evaluatee's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Step 3 Plan Implementation and Evidence Collection: As the evaluatee implements the plan, he/she and the evaluator both collect evidence about the evaluatee's practice. For the evaluator, this must include a minimum of two school site visits with timely feedback provided after each visit.

Other possible reviews of practice and sources of evidence to collect information about the evaluatee in relation to their focus areas and goals might include:

- Artifacts of Budget Aligned with Identified Priorities
- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where Administrator is Present
- Communications to Parents and Community
- Observations of Interactions with Staff
- Observations of Interactions with Students
- Observations of Interactions with Families
- Engagement of Families and Community

Further, the evaluator should establish a schedule of site visits with the evaluatee to collect evidence and observe the evaluatee's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school/department context and the evaluatee's evaluation and development plan. Subsequent visits might be planned at 2-to 3-month intervals.

Site observations include a minimum of:

- 2 observations for each administrator
- 4 observations for administrators new to the district, school, the profession, or who has received ratings of *developing* or *below standard*.

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

Step 4 Mid-Year Formative Review: Midway through the school year the evaluatee and evaluator meet formally to discuss progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 5 Self-Assessment: In the spring, the evaluatee reflects and assesses his/her practice on all 18 elements of the CCL: Connecticut Leadership Standards. For each element, the evaluatee determines whether he/she:

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

The evaluatee should also review his/her focus areas and determine if he/she considers him/herself on track or not.

The evaluatee submits their self-assessment to their evaluator prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6 Summative Review and Rating: The evaluator and evaluatee meet in the late spring to discuss the evaluatee's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence.

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should data (i.e., survey results, teacher effectiveness ratings, state accountability measures, summative student learning indicators) not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the evaluatee's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data. If some components are not completed, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

LEADERSHIP PRACTICE RELATED INDICATORS

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two categories:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Category #1: Leadership Practice (40%)

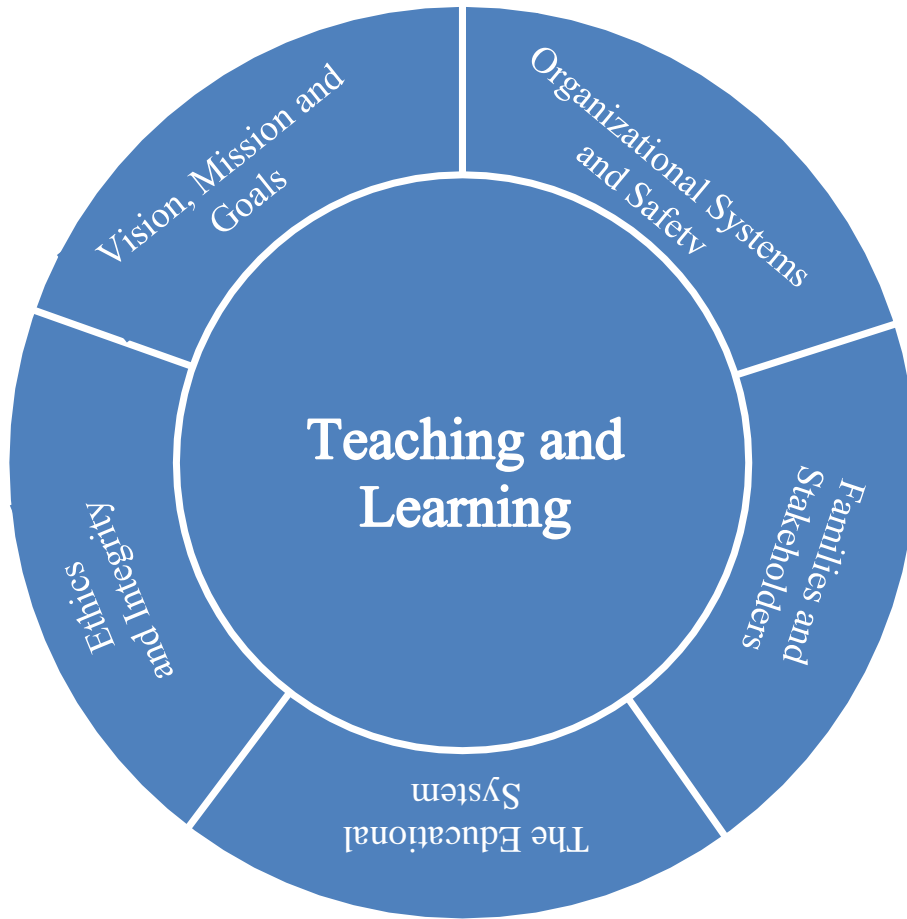
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is framed by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
- 2. Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
- 3. Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*
- 4. Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
- 5. Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
- 6. The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools. Improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises half of the leadership practice rating and the other five performance expectations are equally weighted.

Leadership Practice – 6 Performance Expectations



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

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

In some cases, evaluators may find that an evaluatee demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Evaluatees and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and evaluatees will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and evaluatees should identify a few specific areas for ongoing support and growth.

All indicators of the evaluation rubric may not apply to assistant principals, directors, supervisors or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the CCL: Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the evaluatee and evaluator completing the evaluation:

The evaluatee and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the evaluatee's leadership practice.

1. The evaluatee collects evidence about his/her practice and the evaluator collects evidence about the evaluatee's practice with particular emphasis on the identified focus areas for development. **Evaluators must conduct at least two site observations for any evaluatee and must conduct a minimum of four site observations for evaluatees who are new to the district, school, the profession, or who have received ratings of *developing* or *below standard*.** Evaluators are defined as Central Office administration for principals and directors, principals for assistant principals and directors for supervisors.
2. The evaluatee and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward the established focus areas/goals and any other identified areas of concern.
3. No later than June 1st, the evaluatee reviews all information and data collected during the year and completes a summative self-assessment (Appendix E) for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the evaluatee meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing*, or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation prior to June 30th

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on Teaching and Learning</p> <p style="text-align: center;">+</p> <p><i>Exemplary</i> on at least 2 other performance expectations</p> <p style="text-align: center;">+</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on Teaching and Learning</p> <p style="text-align: center;">+</p> <p>At least <i>Proficient</i> on at least 3 other performance expectations</p> <p style="text-align: center;">+</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on Teaching and Learning</p> <p style="text-align: center;">+</p> <p>At least <i>Developing</i> on at least 3 other performance expectations</p>	<p><i>Below Standard</i> on Teaching and Learning</p> <p style="text-align: center;">or</p> <p><i>Below Standard</i> on at least 3 other performance expectations</p>

Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders is 10% of an administrator’s summative rating. A survey with measures that align to the CCL: Connecticut School Leadership Standards is administered yearly to stakeholders to assess a leaders’ effectiveness.

The survey(s) selected by the district for gathering feedback is valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys have a broader application as part of evaluator evaluation systems, school-or district-wide feedback and planning, or other purposes.

The survey administered aligns to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so evaluatees and their evaluators should select relevant portions of the survey’s results to incorporate into the evaluation and development model.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Arriving at a Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

This is accomplished in the following steps, undertaken by the evaluatee and reviewed by the evaluator:

1. Administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards
2. Review and analyze standardized district survey results to establish baseline
3. Identify one area for growth, set a target for growth and detail the processes to be employed to accomplish that growth
4. Later in the school year, administer standardized district survey to relevant stakeholders
5. Aggregate and reflect on data to determine whether the processes employed resulted in the established target being achieved
6. Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the evaluatee in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators capture the administrator's impact on student learning and comprise half of the final rating.

Student Related Indicators includes two categories:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Category #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

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

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), Smarter Balanced Assessment Consortium (SBAC)].
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

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

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

SPI Progress (all students and subgroups)

SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

SPI Progress	100% minus subgroup %
SPI Subgroup Progress *	10% per subgroup; up to 50%

* Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
Total			2.8

Step 3: The weighted scores in each category are summed; resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	Between 2.5 and 3.4	Between 1.5 and 2.4	Less than 1.5

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

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Administrator	Non-tested subjects or grades	Broad discretion*	
High School Administrator	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion*	
Central Office Administrator	(meets the non-tested grades or subjects requirement)		

*Indicators may focus on student results from all or a subset of teachers, grade levels or subjects for Assistant Principals, Directors, Supervisors and Central Office Administrators.

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way:

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft a school/department strategic plan. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to the district strategic plan and (b) aligned with the school/ department strategic plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - ◆ The objectives are adequately ambitious.
 - ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - ◆ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - ◆ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The evaluatee and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objectives and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

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

		<i>State Measures of Academic Learning</i>			
		4	3	2	1
<i>Locally Determined Measures of Academic Learning</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Category #4: Teacher Effectiveness Outcomes (5%)

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

Increasing teacher effectiveness through improving the percentage of teachers who meet the student learning objectives outlined in their performance evaluations or other locally-determined measures is central to an administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the administrator evaluation and development model also assesses the outcomes of all of that work.

As part of the teacher evaluation and development model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting rigorous SLOs for their evaluation, it is imperative evaluators discuss with their evaluatees their strategies in working with teachers to set ambitious SLOs.

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Summative Scoring

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rated *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below *proficient* on all components or unacceptably low on one or more components.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining a Leader Practice Rating, (b) determining a Student Outcomes Rating and (c) combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

The practice rating derives from an administrator’s performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

Rating Table

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

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is *developing* and the Student Outcomes-Related rating is *proficient*. The summative rating is therefore *proficient*.

If the two categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		<i>Overall Leader Practice Rating</i>			
		4	3	2	1
<i>Overall Student Outcomes Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating: Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the evaluatee’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. All administrators will need to have a summative rating of “Proficient” or “Exemplary” within 2 years of the implementation of the evaluation and development model. Any administrator not rated “Proficient” or “Exemplary” will be placed on an Individual Administrator Improvement and Remediation Plan.

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

Administrators new to the district will be required to have no more than one summative rating of “Developing” during their first 2 years and a summative rating of “Proficient” or “Exemplary” in the other year.

SUPPORT AND DEVELOPMENT

Orientation and Training

The District shall offer annual orientation programs regarding the administrator evaluation and development model to administrators who are employed by the Board of Education and whose performance is being evaluated.

The District will provide on-going training 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 the Common Core of Leading: Connecticut School Leadership Standards and the Leader Evaluation Rubric, so that all administrators fully understand the performance expectations and the requirement for being a “Proficient” administrator. Additional training and support will be provided throughout the school year to provide administrators with resources and time to connect with colleagues to deepen their understanding of the evaluation model.

The District will also provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback.

Evaluation-Informed Professional Learning

The primary purpose for professional learning is school improvement as measured by the success of every student. Designing professional learning opportunities for administrators is based on the individual or group of individuals’ needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback.

Educators learn in multiple ways and have various learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences (e.g., collaborating with colleagues, learning teams, study groups, individual study, conducting research).

Career Development and Professional Growth

The District will provide opportunities for administrator career development and professional growth based on the results of the evaluation process. These opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career administrators; participating in the development of administrator improvement and remediation plans for peers whose performance is “Developing” or “Below Standard”; leading professional learning opportunities for their peers; differentiated career pathways; and, targeted professional development based on areas of identified need.

Individual Administrator Improvement and Remediation Plan

Administrators who receive a summative evaluation rating of “Developing” or “Below Standard” will be required to work with their evaluator to design an Individual Administrator Improvement and Remediation Plan. Administrators must receive a summative evaluation rating of “Proficient” within a year of the Administrator Improvement and Remediation Plan being developed and implemented. The plan will be created within 30 days after the completion of the summative rating conference. The Administrator Improvement and Remediation Plan will identify areas of needed improvement and include supports the District will provide to address the performance areas identified as needing improvement. After the development of the Administrator Improvement and Remediation Plan, the evaluator and evaluatee will collaborate to determine the target completion date.

The plan must include the following components:

- Area(s) of needed improvement
- Evidence from summative evaluation that show an area(s) needing improvement (i.e., performance expectation ratings “Developing” or “Below Standard”)
- Exemplar practices/strategies in the area(s) identified as needing improvement that the evaluatee can implement
- Specific tasks the evaluatee will complete that will improve the performance expectation
- List of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor, books)
- How the evaluatee will show progress towards “Proficient” in the identified areas in need of improvement through observations, data, evidence, etc.

The Administrator Improvement and Remediation Plan will be designed and written in a collaborative manner. The evaluator and evaluatee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

Appendix A

Common Core of Leading: Connecticut School Leadership Standards

**Common Core of Leading:
Connecticut School Leadership Standards**

***Performance Expectations, Elements and Indicators**

***For further information, visit:**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&Q=333900>

CCL-CSLS June 27, 2012

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

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

Element B. Shared Commitments to Implement 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 commitment among all stakeholders.

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.

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.

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.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

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.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

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 other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

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.

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.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty, and staff needs by influencing 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.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

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.²

Indicators: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

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 commitment among all stakeholders.

Indicators: A leader...

1. 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.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

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.

Indicators: A leader...

1. 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.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals.
5. Seeks and aligns resources to achieve the vision, mission, and goals.

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 **Stakeholder:** a person, group or organization with an interest in education.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student 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.

Indicators: *A leader...*

1. Develops shared understanding and commitment to close achievement gaps⁴ so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty⁵ teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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.

Indicators: *A leader...*

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.⁶
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

⁴ **achievement gap** (attainment gap): refers to the observed 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.

⁵ **faculty**: certified school faculty.

⁶ **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.

Element C: Assessment and Accountability

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

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information⁷ to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning, and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

⁷ **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

PERFORMANCE EXPECTATION 3: Managing 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.

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

Narrative

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

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.

Indicators: *A leader...*

1. Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments, and the community.
2. Advocates for, creates, and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

Element B: Operational Systems

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

Indicators: *A leader...*

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance, and security of equipment and technologies that support the teaching and learning environment.

Element C: Fiscal and Human Resources

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

Indicators: *A leader...*

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state, and federal regulations.
2. Seeks, secures, and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Collaborating with 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.

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

- **High standards for all students and staff**
- **Including families, community resources, and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

Element A: Collaboration with Families and Community Members

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

Indicators: A leader...

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families, and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Indicators: A leader...

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity⁸ of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

Element C: Community Resources

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators: A leader...

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

⁸**diversity:** including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice⁹ for all students and staff.
4. Protects the rights of students, families, and staff and maintains confidentiality.

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.

Indicators: *A leader...*

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. 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.

⁹ **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 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.

Indicators: *A leader...*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction, and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social, and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect, and honest communication to achieve optimal levels of performance and student success.
6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

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.

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

Element A: Professional Influence

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

Indicators: *A leader...*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

Element B: The Educational Policy Environment

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

Indicators: *A leader...*

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

1. 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.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. 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.

Appendix B

Common Core of Leading (CCL): Leader Evaluation Rubric

CCL: LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals

Education leaders¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

Element A: High Expectations for All

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

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Information and analysis shape vision, mission and goals</i>	Uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.	Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	Uses data to set goals for students, shapes a vision and mission based on basic data and analysis.	Relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.
<i>2. Alignment to policies</i>	Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.	Aligns the vision, mission and goals of the school to district, state and federal policies.	Establishes school vision, mission and goals that are partially aligned to district priorities.	Does not align the school's vision, mission and goals to district, state or federal policies.
<i>3. Diverse perspectives, collaboration and effective learning</i>	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.	Incorporates diverse perspectives and collaborates with all stakeholders ³ to develop a shared vision, mission and goals so all students have equitable and effective learning opportunities.	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.	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.

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 the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

Indicator	Exemplary	Proficient	Developing	Below Standard
<p><i>1. Shared understandings guide decisions and evaluation of outcomes</i></p>	<p><i>Engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</i></p>	<p><i>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.</i></p>	<p><i>Develops understanding of the vision, mission and goals with staff and stakeholders.</i></p> <p><i>Provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</i></p>	<p><i>Tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</i></p>
<p><i>2. and 3. Communicates vision; advocates for effective learning for all</i></p>	<p><i>Effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</i></p> <p><i>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.</i></p>	<p><i>Publicly advocates the vision, mission and goals so the school community understands and supports equitable and effective learning opportunities for all students.</i></p>	<p><i>Builds stakeholders' understanding and support for the vision, mission and goals.</i></p> <p><i>Generates some support for equitable and effective learning opportunities for all students.</i></p>	<p><i>Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.</i></p>

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Analyzes data to identify needs and gaps between outcomes and goals</i>	<i>Collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. Works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.</i>	<i>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.</i>	<i>Uses data to identify gaps between current outcomes and goals for some areas of school improvement.</i>	<i>Is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.</i>
<i>2. Uses data and collaborates to design, assess and change programs.</i>	<i>Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. Engages all stakeholders in building and leading a school-wide continuous improvement cycle.</i>	<i>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.</i>	<i>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.</i>	<i>Is unaware of the need to use data, research or best practice to inform and shape programs and activities.</i>
<i>3. Identifies and addresses barriers to achieving goals</i>	<i>Focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. Uses challenges or barriers as opportunities to learn and to develop staff.</i>	<i>Identifies and addresses barriers to achieving the vision, mission and goals.</i>	<i>Manages barriers to the achievement of the school's vision, mission and goals on a situational level.</i>	<i>Does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.</i>
<i>4. Seeks and aligns resources</i>	<i>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.</i>	<i>Seeks and aligns resources to achieve the vision, mission and goals.</i>	<i>Aligns resources to some initiatives related to the school's vision, mission and goals.</i>	<i>Is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.</i>

CCL: 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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Closes achievement gaps</i>	<i>Regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. Establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.</i>	<i>Develops shared understanding and commitment to close achievement gaps¹ so all students achieve at their highest levels.</i>	<i>Uses student outcome data to build their own awareness of achievement gaps. Is developing a personal commitment to improvement for all students.</i>	<i>Is unaware of the achievement gap¹. Is working toward improvement for only some students.</i>
<i>2. Supports and evaluates professional development</i>	<i>Works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.</i>	<i>Supports and evaluates professional development to broaden faculty² teaching skills to meet the needs of all students.</i>	<i>Provides professional development staff addressing some but not all needs for improvements.</i>	<i>Provides professional development that is misaligned with faculty and student needs. Does not monitor classroom instruction for the implementation of professional development content.</i>

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

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Indicator	Exemplary	Proficient	Developing	Below Standard
<p><i>3. and 4. Fosters inquiry and collaboration for improvement</i></p>	<p><i>Develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</i></p> <p><i>Builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</i></p>	<p><i>Seeks opportunities for personal and professional growth through continuous inquiry.</i></p> <p><i>Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</i></p>	<p><i>Models learning and seeks opportunities for personal growth.</i></p> <p><i>Encourages staff collaboration and growth to improve teaching and learning.</i></p>	<p><i>Establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies.</i></p> <p><i>Is uninvolved in faculty conversations to resolve student learning challenges</i></p>
<p><i>5. Supports teacher reflection and leadership</i></p>	<p><i>Provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction.</i></p> <p><i>Builds a strong instructional leadership team, builds the leadership capacity of promising staff and distributes leadership opportunities among staff.</i></p>	<p><i>Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</i></p>	<p><i>Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</i></p>	<p><i>Provides insufficient time and resources for teachers to work together on instructional improvement.</i></p> <p><i>Provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</i></p>
<p><i>6. Provides feedback to improve instruction</i></p>	<p><i>Provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</i></p> <p><i>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.</i></p>	<p><i>Provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</i></p>	<p><i>Provides sporadic feedback based on data, assessments or evaluations.</i></p> <p><i>Monitors some teachers' practice for improvements based on feedback.</i></p>	<p><i>Ineffectively uses data, assessments or evaluation methods to support feedback.</i></p> <p><i>Does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</i></p>

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Indicator	Exemplary	Proficient	Developing	Below Standard
<p>1. and 2. Aligns curriculum, instruction and assessment to standards</p>	<p><i>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.</i></p> <p><i>Monitors and evaluates the alignment of all instructional processes.</i></p>	<p><i>Develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.</i></p> <p><i>Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</i></p>	<p><i>Builds their own understanding of state and national standards.</i></p> <p><i>Develops curriculum, instruction and assessment methods that are loosely aligned to standards.</i></p>	<p><i>Is unaware of how to align curriculum with standards, instruction and assessments.</i></p>
<p>3. Improves instruction for the diverse needs of all students</p>	<p><i>Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.</i></p> <p><i>Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.</i></p>	<p><i>Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹.</i></p>	<p><i>Uses evidence-based strategies and instructional practices that address the learning needs of some but not all student populations¹.</i></p>	<p><i>Supports the use of instructional strategies that do not meet the diverse learning needs of students.</i></p>

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

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Indicator	Exemplary	Proficient	Developing	Below Standard
<i>4. Collaboratively monitors and adjusts curriculum and instruction</i>	<i>Empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</i>	<i>Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</i>	<i>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.</i>	<i>Is unaware of how to analyze student progress using student work. Supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</i>
<i>5. Provides resources and training for extended learning</i>	<i>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.</i>	<i>Provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</i>	<i>Promotes learning beyond the classroom. Provides consistent support and resources to faculty around extending learning opportunities.</i>	<i>Identifies only limited resources and supports for extending learning beyond the classroom.</i>
<i>6. Supports the success of faculty and students as global citizens¹</i>	<i>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.</i>	<i>Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</i>	<i>Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</i>	<i>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.</i>

¹A Global Citizen uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, and 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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1 and 2. Uses multiple sources of information¹ to improve instruction</i>	<p><i>Builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.</i></p> <p><i>Empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</i></p>	<p><i>Uses district, state, national and international assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.</i></p>	<p><i>Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</i></p> <p><i>Is learning to use multiple sources of information to identify areas for improvement.</i></p>	<p><i>Monitors limited sources of student information and staff evaluation data.</i></p> <p><i>Does not connect information to school goals and/or instruction.</i></p>
<i>3. Staff evaluation</i>	<p><i>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.</i></p> <p><i>Develops and supports individual staff learning plans and school improvement goals based on evaluations.</i></p>	<p><i>Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</i></p>	<p><i>Completes evaluations for all staff according to stated requirements.</i></p> <p><i>Uses some evaluation results to inform professional development.</i></p>	<p><i>Conducts occasional classroom observations for some staff.</i></p> <p><i>Does not connect evaluation results to professional development or school improvement goals.</i></p>
<i>4. Communicates progress</i>	<p><i>Builds the capacity of all staff to share ongoing progress updates with families and other staff members.</i></p> <p><i>Consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.</i></p>	<p><i>Interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.</i></p>	<p><i>Provides updates on student progress to faculty and families.</i></p>	<p><i>Provides limited information about student progress to faculty and families.</i></p>

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

CCL: 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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Safety and security plan</i>	<i>Continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.</i>	<i>Develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.</i>	<i>Develops a safety and security plan and monitors its implementation. Creates minimal engagement with the community around safety plan.</i>	<i>Insufficiently plans for school safety.</i>
<i>2. Positive school climate for learning</i>	<i>Supports ongoing collaboration from staff and community to review and strengthen a positive school climate. Develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.</i>	<i>Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.</i>	<i>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.</i>	<i>Is unaware of the link between school climate and student learning. Acts alone in addressing school climate issues.</i>
<i>3. Community norms for learning</i>	<i>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.</i>	<i>Involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.</i>	<i>Develops and informs staff about community norms for accountable behavior. Monitors for implementation of established norms.</i>	<i>Uses his/her own judgment to develop norms for behavior. Does not consistently implement or monitor norms for accountable behavior.</i>

Element B: Operational Systems

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

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. and 4. Evaluate and improve operational systems</i>	<i>Continuously evaluates and revises school processes. Plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.</i>	<i>Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system</i>	<i>Reviews existing processes and plans improvements to operational systems.</i>	<i>Ineffectively monitors operational processes. Makes minimal improvements to the operational system.</i>
<i>2. Safe physical plant</i>	<i>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues.</i>	<i>Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.</i>		<i>Maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.</i>
<i>3. Data systems to inform practice</i>	<i>Gathers regular input from faculty on new communications or data systems that could improve practice. Seeks new capabilities and resources based on school community input.</i>	<i>Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.</i>	<i>Monitors communication and data systems to provide support to practice.</i>	<i>Uses existing data systems that provide inadequate information to inform practice.</i>
<i>4. Equipment and technology for learning</i>	<i>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.</i>	<i>Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.</i>	<i>Identifies new equipment and technologies and/or maintains existing technology. Is learning about how technology can support the learning environment.</i>	<i>Uses existing equipment and technology or technology that ineffectively supports teaching and learning.</i>

Element C: Fiscal and Human Resources

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

Indicator	Exemplary	Proficient	Developing	Below Standard
<p>1. and 2. Aligns resources to goals</p>	<p><i>Works with community to secure necessary funds to support school goals.</i></p> <p><i>Aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</i></p>	<p><i>Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</i></p> <p><i>Seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</i></p>	<p><i>Develops and operates a budget within fiscal guidelines.</i></p> <p><i>Aligns resources to school goals and to strengthening professional practice.</i></p>	<p><i>Operates a budget that does not align with district or state guidelines.</i></p> <p><i>Allocates resources that are not aligned to school goals.</i></p>
<p>3. Recruits and retains staff</p>	<p><i>Involves all stakeholders in processes to recruit, select and support effective new staff.</i></p> <p><i>Implements strategies and practices that successfully retain and develop effective staff in the school and district.</i></p>	<p><i>Implements practices to recruit, support and retain highly qualified staff.</i></p>	<p><i>Reviews and improves processes for recruiting and selecting staff.</i></p> <p><i>Provides support to early career teachers but has limited strategies to develop and retain effective teachers.</i></p>	<p><i>Uses hiring processes that involve few recruiting sources.</i></p> <p><i>Provides limited support for early career teachers and has few strategies to retain teachers.</i></p>
<p>4. Conducts staff evaluations</p>	<p><i>Coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</i></p> <p><i>Works with staff to connect evaluation processes to professional learning and instructional improvement.</i></p>	<p><i>Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</i></p>	<p><i>Prioritizes and completes staff evaluation processes.</i></p> <p><i>Is beginning to connect evaluation process and results to professional learning.</i></p>	<p><i>Does not consistently implement district/state evaluation processes.</i></p> <p><i>Evaluation results are not used to improve teaching and learning.</i></p>

CCL: 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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Accesses family and community resources</i>	<i>Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.</i>	<i>Coordinates the resources of schools, family members and the community to improve student achievement.</i>	<i>Reaches out to the broader community to access resources and support. Secures community resources that are not consistently aligned to student learning.</i>	<i>Is unaware of how to access resources or support from families and the community.</i>
<i>2. Engages families in decisions</i>	<i>Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.</i>	<i>Welcomes and engages all families in decision-making to support their children's education.</i>	<i>Welcomes family involvement in some school decisions and events that support their children's education.</i>	<i>Provides limited opportunities for families to engage in educational decisions. Does not ensure that families feel welcome in the school environment.</i>
<i>3. Communicates with families and community</i>	<i>Uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school, families and community members.</i>	<i>Uses a variety of strategies to engage in open communication with staff, families and community members.</i>	<i>Shares information and progress with families. Provides opportunities for families and community members to share input and concerns with the school.</i>	<i>Uses limited strategies to communicate with families and community members. Limits opportunities for families and community members to share input and concerns with the school.</i>

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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Communicates effectively</i>	<i>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.</i>	<i>Demonstrates the ability to understand, communicate with and interact effectively with people</i>	<i>Communicates clearly with most people. Seeks more opportunities to interact with stakeholders.</i>	<i>Ineffectively communicates with members of the school community.</i>
<i>2. Understands and accommodates diverse student and community conditions</i>	<i>Uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. Collaborates with staff to meet the diverse needs of students and the community.</i>	<i>Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.</i>	<i>Collects information to understand diverse student and community conditions. Provides some accommodations for diverse student and community conditions.</i>	<i>Uses limited resources to understand diverse student needs. Demonstrates limited knowledge of community conditions and dynamics.</i>
<i>3. Capitalizes on diversity</i>	<i>Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.</i>	<i>Capitalizes on the diversity of the community as an asset to strengthen education.</i>	<i>Values community diversity. Develops some connections between community diversity and educational programs.</i>	<i>Demonstrates limited awareness of community diversity as an educational asset.</i>
<i>4. Collaborates with community programs</i>	<i>Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.</i>	<i>Collaborates with community programs serving students with diverse needs.</i>	<i>Collaborates with community programs to meet some student learning needs.</i>	<i>Establishes limited collaboration with community programs. Community programs address few student learning needs.</i>
<i>5. Involves all stakeholders</i>	<i>Builds a culture of ongoing open discussion for all stakeholders. Actively seeks and values alternate viewpoints.</i>	<i>Involves all stakeholders, including those with competing or conflicting educational perspectives.</i>	<i>Elicits some stakeholder involvement and input. Seeks occasional input from competing educational perspectives.</i>	<i>Provides limited opportunities for stakeholder input. Occasionally excludes or ignores competing perspectives.</i>

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

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Collaborates with community agencies</i>	<i>Proactively identifies and prioritize essential resources and services for children and families. Collaborates with community agencies to provide prioritized services and consistently evaluates service quality.</i>	<i>Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.</i>	<i>Collaborates with some community agencies for health, social or other services. Provides some access to resources and services to children and families.</i>	<i>Works with community agencies when needed. Provides limited access to community resources and services to children and families.</i>
<i>2. Develops relationships with community agencies</i>	<i>Develops ongoing relationships with community agencies aligned to school needs. Assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.</i>	<i>Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.</i>	<i>Develops relationships with community organizations and agencies. Evaluates some partnerships to ensure benefit to agencies and school community.</i>	<i>Develops limited relationships with community agencies. Community partnerships inconsistently meet the needs of the school community.</i>
<i>3. Applies resources to meet the needs of children and families</i>	<i>Identifies educational needs of students and families and aligns all resources to specific needs.</i>	<i>Applies resources and funds to support the educational needs of all children and families.</i>	<i>Aligns resources to the educational needs of students. Supports the educational needs of most families.</i>	<i>Does not consistently align resources to the educational needs of the school.</i>

CCL: 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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Professional responsibility</i>	<i>Continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.</i>	<i>Exhibits and promotes professional conduct in accordance with Connecticut’s Code of Professional Responsibility for Educators.</i>		<i>Does not consistently exhibit or promote professional responsibility in accordance with the Connecticut code of Professional Responsibility for Educators.</i>
<i>2. Ethics</i>	<i>Holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.</i>	<i>Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.</i>		<i>Does not consistently demonstrate personal and professional ethical practices.</i>
<i>3. Equity and social justice</i>	<i>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.</i>	<i>Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.</i>	<i>Earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.</i>	<i>Does not consistently promote educational equity and social justice for students.</i>
<i>4. Rights and confidentiality</i>	<i>Builds a shared commitment to protecting the rights of all students and stakeholders. Maintains confidentiality, as appropriate.</i>	<i>Protects the rights of students, families and staff and maintains confidentiality.</i>		<i>Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.</i>

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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Respects the dignity and worth of each individual</i>	<i>Promotes the recognition of the dignity and worth of everyone.</i>	<i>Demonstrates respect for the inherent dignity and worth of each individual.</i>		<i>Does not consistently treat everyone with respect.</i>
<i>2. Models respect for diversity and equitable practices</i>	<i>Builds a shared commitment to diversity and equitable practices for all stakeholders.</i>	<i>Models respect for diversity and equitable practices for all stakeholders.</i>		<i>Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.</i>
<i>3. Advocates for mission, vision and goals</i>	<i>Advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.</i>	<i>Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.</i>	<i>Advocates for the vision, mission and goals.</i>	<i>Does not consistently advocate for or act on commitments stated in the mission, vision and goals.</i>
<i>4. Ensures a positive learning environment</i>	<i>Skillfully anticipates and overcomes challenges and collaborates with others to ensure values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.</i>	<i>Overcomes challenges and leads others to ensure values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.</i>	<i>Addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.</i>	<i>Does not consistently address challenges or contribute to a positive learning environment.</i>

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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Lifelong learning</i>	<i>Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.</i>	<i>Models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.</i>	<i>Recognizes the importance of personal learning needs. Uses some research and best practices for professional growth.</i>	<i>Does not consistently engage in or seek personal professional learning opportunities.</i>
<i>2. Support of professional learning</i>	<i>Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.</i>	<i>Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.</i>	<i>Supports professional development that is primarily related to curriculum and instructional needs.</i>	<i>Does not consistently support and use professional development to strengthen curriculum, instruction and assessment.</i>
<i>3. Allocates resources equitably</i>	<i>Actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.</i>	<i>Allocates resources equitably to sustain a high level of organizational performance.</i>	<i>Allocates resources which address some organizational needs.</i>	<i>Does not equitably use resources to sustain and strengthen organizational performance.</i>
<i>4. Promotes appropriate use of technology</i>	<i>Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.</i>	<i>Promotes understanding of the legal, social and ethical use of technology among all members of the school community.</i>	<i>Promotes the use of technology and has addressed some legal, social and ethical issues.</i>	<i>Demonstrates a limited understanding of technology and ethical implications for its use.</i>
<i>5. Inspires student success</i>	<i>Creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.</i>	<i>Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.</i>	<i>Promotes communication and is building trust and respect to strengthen school performance and student learning.</i>	<i>Ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.</i>

CCL: 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.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Promotes public discussion about educational laws, policies and regulations</i>	<i>Engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.</i>	<i>Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.</i>	<i>Follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.</i>	<i>Does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.</i>
<i>2. Builds relationships with stakeholders and policymakers</i>	<i>Actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using communication.</i>	<i>Develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to and influence issues that affect education.</i>	<i>Identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.</i>	<i>Takes few opportunities to engage stakeholders in educational issues.</i>
<i>3. Advocates for equity, access and adequacy of student and family resources</i>	<i>Empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.</i>	<i>Advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</i>	<i>Is learning how to help students and families locate, acquire and access programs, services or resources to create equity.</i>	<i>Has limited understanding and/or ineffectively uses resources for family services and support through community agencies.</i>

Element B: The Educational Policy Environment

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

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicator	Exemplary	Proficient	Developing	Below Standard
<i>1. Advocates for public policies to support the present and future needs of children and families</i>	<i>Works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.</i>	<i>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.</i>	<i>Identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.</i>	<i>Does not advocate for policies and procedures to meet the needs of all students and their families.</i>
<i>2. Promotes public policies and ensures appropriate, adequate and equitable human and fiscal resources</i>	<i>Aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.</i>	<i>Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.</i>	<i>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.</i>	<i>Is unaware of policies that result in equitable resources to meet the needs of all students. Does not allocate resources appropriately, adequately or equitably.</i>
<i>3. Collaborates with leaders to inform planning, policies and programs</i>	<i>Actively engages in 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.</i>	<i>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.</i>	<i>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.</i>	<i>Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.</i>

Appendix C
Connecticut Code of Professional Responsibility for School Administrators

Applicability of the **Code of Professional Responsibility** for Administrators to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective administrator candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers the Code of Professional Responsibility for School Administrators;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for School Leaders; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Standards for School Leaders
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut State Department of Education



Stefan Pryor
Commissioner

Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

FOR MORE INFORMATION:

Web: <http://www.ct.gov/sde/cert>
E-mail: teacher.cert@ct.gov
Phone: (860) 713-6969
(Noon-4 p.m., Monday, Tuesday,
Thursday and Friday)
Mail: Bureau of Educator Standards
and Certification
P.O. Box 150471, Room 243
Hartford, CT 06115-0471

Connecticut Code of Professional Responsibility

For School Administrators

Regulations of Connecticut State Agencies
Section 10-145d-400b



PREAMBLE

Subsection (a)

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Connecticut Code of Professional Responsibility for School Administrators

Regulations of Connecticut State Agencies Section 10-145d-400b

(b) RESPONSIBILITY TO THE STUDENT

The professional school administrator, in full recognition of obligation to the student, shall:

- (1) Make the well-being of students the fundamental value in all decision making and actions;
- (2) Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
- (3) Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
- (4) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
- (5) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (6) Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (7) Assist students in the formulation of positive goals;
- (8) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- (9) Develop within students fundamental critical thinking skills and problem-solving techniques;
- (10) Ensure quality education for all students;
- (11) Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
- (12) Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
- (13) Promote ongoing development and evaluation of curriculum.

(c) RESPONSIBILITY TO THE PROFESSION AND STAFF

The professional school administrator, in full recognition of obligations to the profession, shall:

- (1) Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
- (2) Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
- (3) Encourage student learning through the effective support of all staff engaged in the learning process;
- (4) Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
- (5) Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
- (6) Promote the employment of only qualified, certified educators, and qualified non-certified staff;
- (7) Encourage promising, qualified and competent individuals to enter the education profession; and
- (8) Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

(d) RESPONSIBILITY TO THE COMMUNITY

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

- (1) Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;

- (2) Obey local, state and national laws;
- (3) Implement the governing board policies and administrative rules and regulations;
- (4) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (5) Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
- (6) Avoid misusing administrative position for personal gain;
- (7) Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
- (8) Promote the principles and ideals of democratic citizenship; and
- (9) Endeavor to secure equal educational opportunities for all children.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

- (1) Respect the dignity of each family, its culture, customs and beliefs;
- (2) Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
- (3) Respond in a timely fashion to families' concerns;
- (4) Consider the family's perspective on issues involving its children;
- (5) Encourage participation of the family in the educational process; and
- (6) Foster open communication among the family, staff and administrators.

Appendix D

Examples of Evidence for Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission and Goals

Education leaders¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

ELEMENT A: High Expectations for All

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

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

EXAMPLES OF EVIDENCE

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

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

ELEMENT B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

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

ELEMENT C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

ELEMENT A: Strong Professional Culture

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

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

ELEMENT B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

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

ELEMENT C: Assessment and Accountability

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

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

Element B: Operational Systems

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

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

Element C: Fiscal and Human Resources

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members

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

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

Element B: Community Interests and Needs

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

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

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

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

Element B: Personal Values and Beliefs:

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

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

Element C: High Standards for Self and Others.

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence

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

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

Element B: The Educational Policy Environment

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

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

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

Appendix E

Administrator Evaluation and Development Model Forms

- Student Learning Objective Goal Setting Form for Administrator SLOs
- SLO “Quality” Test
- Mid-Year Administrator Self-Assessment Reflection
- End-of-Year Administrator Leadership Practice Self-Assessment Reflection

AVON PUBLIC SCHOOLS

Student Learning Objective Goal Setting Form for Administrator SLOs

<i>Administrator:</i>	<i>School:</i>	<i>Date:</i>
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SLO Statement

Data Analysis

What critical area of growth, a grade or subject not included in state assessment data, or/and a sub-group that has been underperforming at your school is addressed by this SLO?

What data were reviewed for this SLO? How does the data and past performance support the SLO?

Alignment

How is the SLO aligned to the district and school/department strategic plans?

How does the SLO provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?

Measures

What measures or assessments will be used to track progress on the SLO and how will they allow you to track growth through benchmarks throughout the year.

How will you measure the outcome of your SLO?

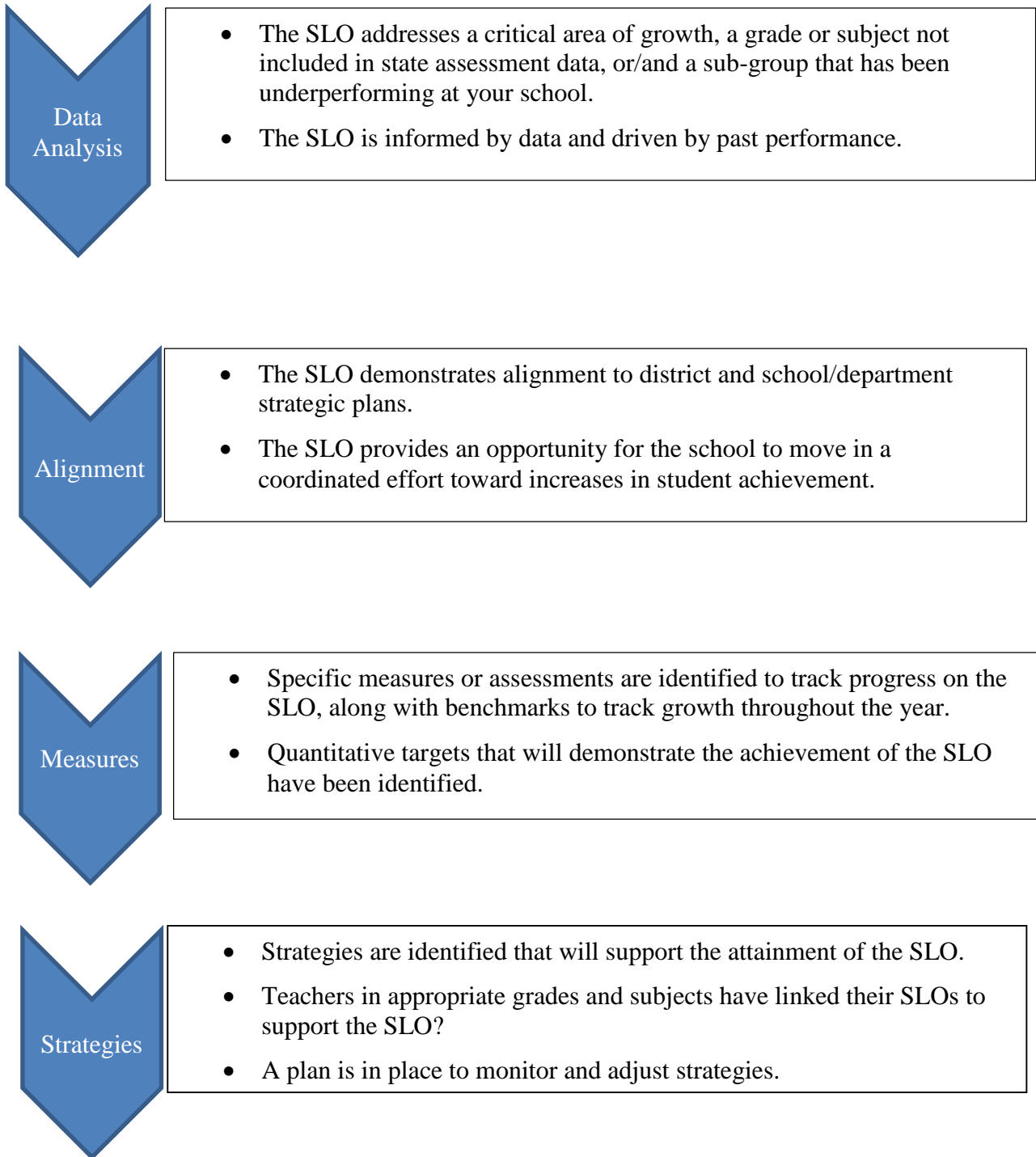
Strategies

What strategies will you use to accomplish this SLO?

How have teachers in appropriate grades and subjects linked their SLOs to this SLO?

How will you monitor and adjust these strategies?

SLO “Quality” Test



AVON PUBLIC SCHOOLS

Mid-Year Administrator Self-Assessment Reflection

<i>Administrator:</i>	<i>School:</i>	<i>Date:</i>
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1. Describe your progress to date for each focus area/goal/SLO. A. SLO 1: B. SLO 2: C. SLO 3: D. Area of Focus 1: E. Area of Focus 2: F. Survey Target
2. Describe the professional learning and/or strategies that have contributed to your progress.
3. Have you encountered any challenges or barriers to making progress on your focus areas/goals/SLOs?
4. What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your focus areas/goals/SLOs?
5. Other comments.

AVON PUBLIC SCHOOLS

End-of-Year Administrator Leadership Practice Self-Assessment Reflection

<i>Administrator:</i>	<i>School:</i>	<i>Date:</i>
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Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

PE1 – 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...

PE1A 1. Information and analysis shape vision, mission and goals
PE1A 2. Alignment to policies
PE1A 3. Diverse perspectives, collaboration and effective learning

PE1 – 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...

PE1B 1. Shared understandings guide decisions and evaluation of outcomes
PE1B 2. and 3. combined – Communicates vision; advocates for effective learning for all

PE1 – 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...

PE1C 1. Analyzes data to identify needs and gaps between outcomes and goals
PE1C 2. and 3. combined - Uses data and collaborates to design, assess and change programs
PE1C 4. Identifies and addresses barriers to achieving goals
PE1C 5. Seeks and aligns resources

Performance Expectation 2: Teaching and Learning

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

PE2 – 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...

PE2A 1. Closes achievement gaps
PE2A 2. Supports and evaluates professional development
PE2A 3. and 4. combined – Fosters inquiry and collaboration for improvement
PE2A 5. Supports teacher reflection and leadership
PE2A 6. Provides feedback to improve instruction

PE2 – 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...

PE2B 1. and 2. combined – Aligns curriculum, instruction and assessment to standards
PE2B 3. Improves instruction for the diverse needs of all students
PE2B 4. Collaboratively monitors and adjusts curriculum and instruction
PE2B 5. Provides resources and training for extended learning
PE2B 6. Supports the success of faculty and students as global citizens

PE2 – 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...

PE2C 1. and 2. combined – Uses multiple source of information to improve instruction
PE2C 3. Staff evaluation
PE2C 4. Communicates progress

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.

PE3 – 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...

PE3A 1. Safety and security plan
PE3A 2. Positive school climate for learning
PE3A 3. Community norms for learning

PE3 – Element B: Operational Systems

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

The Leader...

PE3B 1. and 4. combined – Evaluate and improve operational systems
PE3B 2. Safe physical plant
PE3B 3. Data systems to inform practice
PE3B 5. Equipment and technology for learning

PE3 – Element C: Fiscal and Human Resources

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

The Leader...

PE3C 1. and 2. combined – Aligns resources to goals
PE3C 3. Recruits and retains staff
PE3C 4. Conducts staff evaluations

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.

PE4 – Element A: Collaboration with Families and Community Members

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

The Leader...

PE4A 1. Accesses family and community resources
PE4A 2. Engages families in decisions
PE4A 3. Communicates with families and community

PE4 – 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...

PE4B 1. Communicates effectively
PE4B 2. Understands and accommodates diverse student and community conditions
PE4B 3. Capitalizes on diversity
PE4B 4. Collaborates with community programs
PE4B 5. Involves all stakeholders

PE4 – 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...

PE4C 1. Collaborates with community agencies
PE4C 2. Develops relationships with community agencies
PE4C 3. Applies resources to meet the needs of children and families

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all students and staff by modeling ethical behavior and integrity.

PE5 – Element A: Ethical and Legal Standards of the Profession

Leaders develop ethical and legal behavior.

The Leader...

PE5A 1. Professional responsibility
PE5A 2. Ethics
PE5A 3. Equity and social justice
PE5A 4. Rights and confidentiality

PE5 – 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...

PE5B 1. Respects the dignity and worth of each individual
PE5B 2. Models respect for diversity and equitable practices
PE5B 3. Advocates for mission, vision and goals
PE5B 4. Ensures a positive learning environment

PE5 – 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...

PE5C 1. Lifelong learner
PE5C 2. Support of professional learning
PE5C 3. Allocates resources equitably
PE5C 4. Promotes appropriate use of technology
PE5C 5. Inspires student success

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

PE6 – Element A: Professional Influence

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

The Leader...

PE6A 1. Promotes public discussion about educational laws, policies and regulations
PE6A 2. Builds relationships with stakeholders and policymakers
PE6A 3. Advocates for equity, access and adequacy of student and family resources

PE6 – Element B: The Educational Policy Environment

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

The Leader...

PE6B 1. Accurately communicate educational performance
PE6B 2. Improve public understanding of legislation, policy and laws
PE6B 3. Uphold laws and influence educational policies and regulations

PE6 – Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The Leader...

PE6C 1. Advocates for public policies to support the present and future needs of children and families
PE6C 2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources
PE6C 3. Collaborates with leaders to inform planning, policies and programs