

# Avon Public Schools Avon, Connecticut



## Administrator Evaluation and Development Model

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## CONTENTS

ADMINISTRATOR EVALUATION AND DEVELOPMENT MODEL.....	2
Introduction .....	2
Administrator Evaluation and Development Overview .....	2
Process and Timeline.....	3
Overview of the Process .....	3
Step 1 Orientation and Context-Setting: .....	4
Step 2 Goal-Setting and Plan Development:.....	4
Step 3 Plan Implementation and Evidence Collection: .....	4
Step 4 Mid-Year Formative Review: .....	5
Step 5 End of Year Review: .....	5
Step 6 Summative Review and Rating:.....	5
LEADERSHIP PRACTICE RELATED INDICATORS .....	7
Category #1: Leadership Practice (40%).....	7
Arriving at a Leadership Practice Summative Rating .....	10
Category #2: Stakeholder Feedback (10%) .....	11
Arriving at a Stakeholder Feedback Summative Rating .....	12
STUDENT OUTCOMES RELATED INDICATORS.....	13
Category #3: Student Learning (45%).....	13
Arriving at Student Learning Summative Rating.....	16
Category #4: Teacher Effectiveness Outcomes (5%).....	17
SUMMATIVE ADMINISTRATOR EVALUATION RATING.....	18
Summative Scoring.....	18
Determining Summative Ratings.....	18
Definition of Effectiveness and Ineffectiveness .....	21
SUPPORT AND DEVELOPMENT .....	21
Orientation and Training .....	21
Evaluation-Informed Professional Learning .....	22
Career Development and Professional Growth .....	22
Individual Administrator Improvement and Remediation Plan .....	22
Dispute-Resolution Process.....	23
Appendix A The Connecticut Leader Evaluation and Support Rubric 2017.....	24
Appendix B Connecticut Code of Professional Responsibility for School Administrators.....	40
Appendix C Administrator Evaluation and Development Model Forms .....	43

# 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 (CSLS)
  - (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 standardized measures 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:

#### Goal Setting & Planning

- Orientation on process
- Goal-setting and plan development

By October 15

#### Mid-Year Review

- Review goals and performance
- Mid-year conference

January/February

#### End-of-Year Review

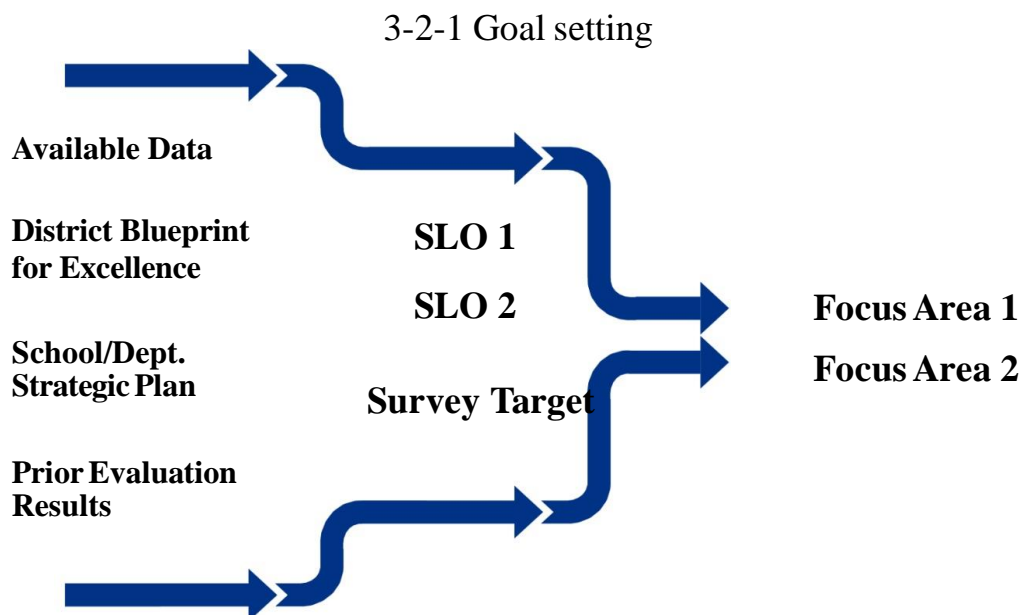
- Self-assessment
- Preliminary summative assessment

By June 30

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

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

**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 Blueprint for Excellence, 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 four domains, 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.

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

- Presentations at Board of Education meetings

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
- 3 observations for administrators new to the district, school, the profession, or who has received a summative rating of *developing* or *below standard* in the previous year

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 influence accomplishment of outcome goals; goals may be changed at this point.

**Step 5 End of Year Review:** In the spring, the evaluatee reflects and assesses his/her practice on all four domains of the CT Leader Evaluation and Support Rubric 2017. For each attribute of the eleven indicators in the rubric, the evaluatee determines whether he/she:

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

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 and 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 (e.g., survey results, teacher effectiveness ratings, 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. Any adjustments 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 standardized 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: Observation of Leadership Practice (40%)

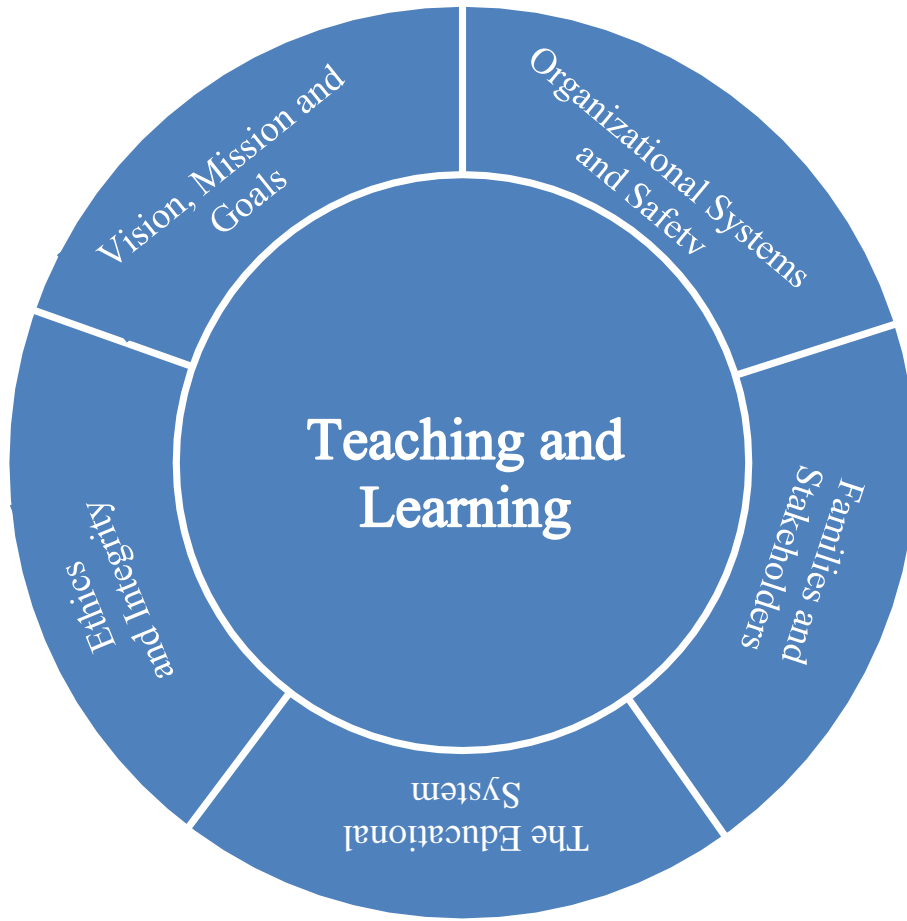
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the 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. The six 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 2017 (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.
- **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 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 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 and one artifact review for any evaluatee and must conduct a minimum of three site observations and two artifact reviews for evaluatees who are new to the district, school, the profession, or who have received ratings of *Developing* or *Below Standard*. Artifact reviews may replace one of the required site visits.** 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 proficiency in 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 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 must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys 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. It is recommended by the CT State Department of Education that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.
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:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
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 performance and growth on locally-determined measures which will account for 45% of the administrator's evaluation.

Student learning is assessed in equal weight by performance and growth on locally-determined measures which will account for 45% of the administrator's evaluation.

#### Student Learning Objectives

Administrators establish a minimum of two Student Learning Objectives (SLOs) on measures they select including, but not limited to:

- supporting the health and safety, and social and emotional well-being, of staff and students,
  - ensuring equity for the most vulnerable students and their families,
  - mastery-based learning, or
  - developing systematic approaches to incorporating social and emotional practices and/or culturally responsive practices into the teaching and learning process.
- 
- All measures must align to Connecticut Core State Standards and other 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.
  - For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in CT's Next Generation Accountability System. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
  - For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.



	<b>SLO 1</b>	<b>SLO 2</b>
<b>Elementary or Middle School Administrator</b>	Non-tested subjects or grades	Broad discretion*
<b>High School Administrator</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion*
<b>Central Office Administrator</b>	(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 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 an improvement plan for the school/department. 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 priorities and (b) aligned with the school/ department improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - ◆ The objectives are adequately ambitious;

- ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives;
  - ◆ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective; and
  - ◆ 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:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
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 standardized 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.

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student 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

NOTE: If the teacher effectiveness outcomes indicator rating is not available when the summative rating is calculated, then the student learning score will be weighted 50% and the teacher effectiveness outcomes indicator will be weighted 0.

# 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 2 other areas of practice domains of the CT Leader Evaluation and Support Rubric 2017;
- 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; and
- 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) CT Leader Evaluation and Support Rubric 2017 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
<b>TOTAL LEADER PRACTICE-RELATED POINTS</b>			<b>110</b>

**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 and as measured by 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
<b>TOTAL STUDENT OUTCOMES-RELATED POINTS</b>			<b>145</b>

**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

## 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. In certain cases, a pattern may consist of a pattern of one rating:

- Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career
- A below standard rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four
- An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential developing ratings or one below standard rating at any time

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

### Ensuring Fairness and Accuracy: Evaluator Training

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of the training is to provide educators of administrators with the tools that will result in evidence-based school site observations, professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The District will provide on-going training for all administrators being evaluated so that they will understand the evaluation model, 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 CT Leader Evaluation and Support Rubric 2017, 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, and inter-rater reliability.



## 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.

## Dispute-Resolution Process

If the evaluator and evaluatee cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

Appendix A  
The Connecticut Leader Evaluation and Support Rubric 2017

# CONNECTICUT LEADER EVALUATION & SUPPORT RUBRIC

## Domain 1: Instructional Leadership

*Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.*

### 1.1 Shared Vision, Mission and Goals

Leaders collaboratively develop, implement and sustain the vision, mission, and goals to support high expectations for all students and staff.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements or sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.
School/District Improvement Plan (SIP/DIP)	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the DIP or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the DIP or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.
Stakeholder engagement	Minimally engages with stakeholders about the school or district's vision, mission and goals.	Engages stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages relevant stakeholders to develop, implement and sustain the shared school or district's vision, mission and goals.  Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district.  Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.

## Domain 1: Instructional Leadership

*Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.*

### 1.2 Curriculum, Instruction and Assessment

Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Curriculum development	Few or no processes are established to implement and/or evaluate curriculum and instruction.	Establishes inconsistent processes to implement and/or evaluate curriculum and instruction.	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.
Instructional strategies and practices	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students.	Promotes evidence-based instructional strategies and practices that address the diverse needs of all students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of all students.	Builds the capacity of staff to collaboratively research, identify and implement evidence-based instructional strategies and practices that address the diverse needs of all students.
Assessment practices	Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Drives the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.

## Domain 1: Instructional Leadership

*Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.*

### 1.3 Continuous Improvement

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

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs.	Uses some data to guide ongoing decision-making to address student and/or adult learning needs.	Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.
Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.
Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.

## Domain 2: Talent Management

*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.*

### 2.1 Recruitment, Selection and Retention

Recruits, selects, supports and retains effective educators needed to implement the school or district’s vision, mission and goals.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Recruitment, selection and retention practices	Does not have or apply recruitment, selection and retention strategy or provide support for retention.	Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school’s or district’s vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school’s or district’s vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school’s or district’s vision, mission and goals; influences district’s policies and procedures.
Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and/or retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.
Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention.	Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.
Supporting early career teachers	Provides little or no support for early career teachers.	Identifies general needs and provides inconsistent support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.

## Domain 2: Talent Management

*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.*

### 2.2 Professional Learning

Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission and goals.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals’ needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district’s vision, mission and goals.	Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.
Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses limited evidence that may or may not promote reflection to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.
Resources for high-quality professional learning	Provides minimal support, time or resources for professional learning.	Provides limited conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.



## Domain 2: Talent Management

*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.*

### 2.3 Observation and Performance Evaluation

Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Evidence-based evaluation strategies	Evaluates staff using evidence that is not aligned with educator performance standards.	Evaluates staff using evidence such as observation, review of artifacts, collegial dialogue or student-learning data that is minimally aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.
Feedback	Provides inappropriate or inaccurate feedback, or fails to provide feedback.  Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.	Provides ambiguous or untimely feedback that may not be actionable.  Participates in some difficult conversations with staff, only when prompted.	Regularly provides clear, timely and actionable feedback based on evidence.  Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.

### Domain 3: Organizational Systems

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

#### 3.1 Operational Management

Strategically aligns organizational systems and resources to support student achievement and school improvement.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.
School site safety and security	Fails to respond to or comply with feedback regarding the school site safety and security plan.  Does not enforce compliance with safety requirements.  Fails to address physical plant maintenance or safety concerns.	Partially implements a school site safety and security plan.  Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.	Designs and implements a comprehensive school site safety and security plan.  Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.
Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.	Develops communication and data systems that provide information but is not always timely and/or accurate in doing so.	Develops or implements communication and data systems that assure the accurate and timely exchange of information.	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems.

	<p>Fails to communicate information or data.</p> <p>Fails to develop and/or monitor staff with regard to data and/or progress monitoring over time.</p>	<p>Inconsistently develops and/or monitors the capacity of staff to document, monitor and access student learning progress over time.</p>	<p>Develops capacity of staff to document and access student learning progress over time.</p>	<p>Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.</p>
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### Domain 3: Organizational Systems

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

#### 3.2 Resource Management

Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b> All characteristics of Proficient, plus one or more of the following:
Budgeting	Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.  Advocates for financial resources for the betterment of school or district.
Securing resources to support vision, mission and goals	Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.
Resource allocation	Allocates resources in ways that do not promote educational equity for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.

## Domain 4: Culture and Climate

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.*

### 4.1 Family, Community and Stakeholder Engagement

Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Communications	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.
Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.	Promotes and provides opportunities for families and members of the community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.
Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues.	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.
Cultural competence and community diversity	Demonstrates limited awareness of cultural competence and community	Identifies some connections between cultural competence and community diversity that	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the

	diversity as an educational asset.	strengthen educational programs.		educational program to meet the learning needs of all students.
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## Domain 4: Culture and Climate

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.*

### 4.2 School Culture and Climate

Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Student conduct	Establishes limited or unclear expectations for student conduct, provides unclear communication about expectations, and/or displays inconsistent implementation of standards of conduct.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunity to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.
Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Administrators.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators.
Positive school climate for learning	Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Maintains a school climate focused on learning and the personal well-being of students.	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.

## Domain 4: Culture and Climate

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.*

### 4.3 Equitable and Ethical Practice

Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Professional Responsibility and Ethics	Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators, but may fail to apply it consistently.	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.
Equity, cultural competence and social justice	Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.	Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate.	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.
Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	<p>Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.</p> <p>Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.</p>	<p>Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals.</p> <p>Demonstrates understanding of models and guides the legal, social and ethical use of</p>



				technology among members of the school or district community.
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## Definition of Terms

***Cultural competence:*** in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student. Cultural competence encompasses:

- An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that support equity within each school community.

***Data sources:*** may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates and attendance data.

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

***Educational equity:*** providing equitable resources to meet diverse student, family and staff needs.

***Organizational systems:*** including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Appendix B  
Connecticut Code of Professional Responsibility for School Administrators

# Code of Professional Responsibility for Administrators to Candidates for Connecticut Educator Preparation Program

On 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 programs of education ensure that prospective administrator candidates meet the following competencies when preparing and recommending for certification:

1. Demonstrate knowledge of the Code of Professional Responsibility for Teachers the Code of Professional Responsibility for School Administrators;

2. 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 Learning Standards, and the Connecticut Content Specific Learning Standards for School Leaders; and

3. Demonstrate qualities of character and personal fitness for the profession.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, candidates must gain Connecticut State Board of Education approval for their preparation programs, institutions and programs of education must present evidence of how their 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

<http://www.ct.gov/sde/cert>

Click on "Standards and Procedures for the Approval of Connecticut Educator Preparation Programs" and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."

Standards for School Leaders

<http://www.ct.gov/sde>

Click on "Standards for Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."

## Connecticut State Department of Education



Dr. Miguel A.  
Cardona

### Bureau of Educator Standards and Certification

Christopher M. Todd  
Bureau Chief, Talent  
Office

### FOR MORE

Web: <http://www.ct.gov/sde/cer>

E-mail: [teacher.cert@ct.gov](mailto:teacher.cert@ct.gov)

Phone: 860-713-6969  
Monday and  
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Mail: Bureau of Educator  
Standards  
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# 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

### 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.

### 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.

### 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.

### 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 C

### 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



**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**

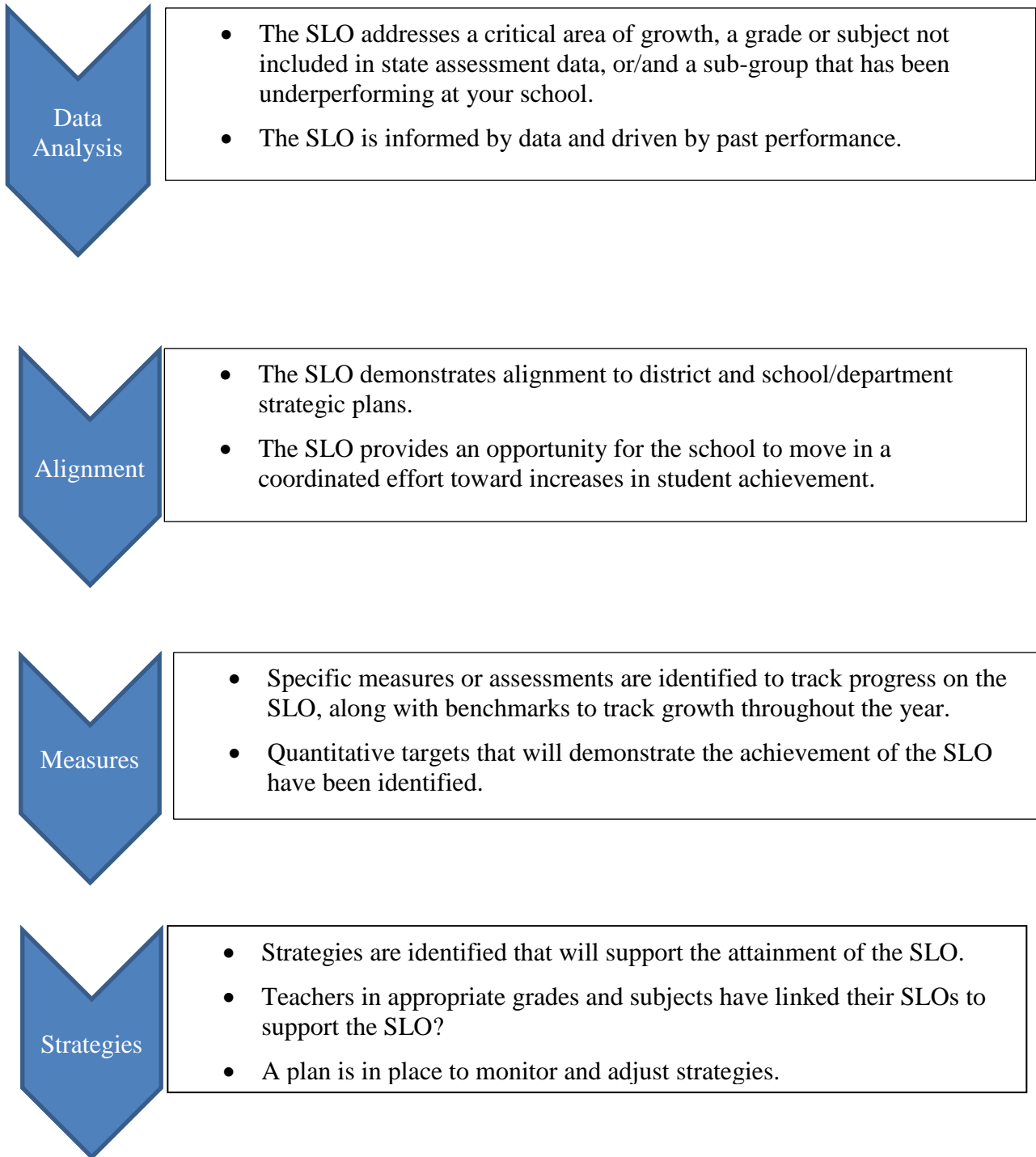
*What strategies will you use to accomplish this SLO?*

*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.