



**Administrator Evaluation  
and Support Plan  
2018-2019**

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## **INTRODUCTION**

### **THE ROLE OF EDUCATIONAL LEADERSHIP**

Educational leadership encompasses a broad spectrum of roles and responsibilities. Effective leadership requires sustaining a long-term vision and demonstrating grace under the unrelenting pressure brought by multiple constituencies. Leadership in education is truly a partnership of many key players. Establishing, nurturing, and maintaining that partnership is an essential part of our calling. It requires intelligence, diplomacy, and patience for a leader to succeed in an ever-changing culture.

The collaborative ethos of our profession needs to be fostered to ensure that all professionals are working together on belief of the best interests of students. Educational leaders need to nurture teachers in their beliefs that they can make a positive difference in the lives of the students who are entrusted to their care every day. This process takes time, trust, and talent. High quality schools need clarity of purpose, focus of responsibilities, consistency of effort, and sustained leadership. Only systemic changes can have the necessary and lasting impact on student learning. Therefore, we embrace our responsibilities with a spirit of collaboration and cooperation, knowing that mentoring and encouraging others to leadership is fundamental.

### **THE PURPOSE OF THE EVALUATION**

The primary purpose of evaluation is to maintain a supportive environment for individual growth and development while ensuring that rational and humane processes exist for administrative decision making. Evaluations are more diagnostic than judgmental, and self-evaluation is an essential component of the plan.

The goals of the Wilton Public Schools Educational Leader Evaluation and Support Plan are to:

- Ensure that school leaders are upholding the mission of the Wilton Public Schools;
- Improve student achievement through the school improvement process;
- Provide instructional leadership to a community of educators and leaders;
- Provide continuous professional development specific to and supportive of educational leaders' roles and responsibilities;

The fundamental purpose of the Wilton Public Schools (BOE Policy 6120) is to help each student to:

- Achieve his/her personal best;
- Demonstrate character values to function responsibly within our system of self-government;
- Develop intellectual curiosity;
- Exhibit skills and build a foundation for lifelong learning.

## EVALUATION PLAN OVERVIEW

The Wilton Public Schools Administrator Evaluation and Support Plan defines principal 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.

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

**Exemplary:** Substantially exceeding indicators of performance

**Accomplished:** Meeting indicators of performance

**Developing:** Meeting some indicators of performance but not others

**Unsatisfactory:** Not meeting indicators of performance

The plan applies to all administrators holding an 092 certification. Because of the fundamental role that principals play in building strong schools for communities and students and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, we note those.

## SUPPORT AND DEVELOPMENT

### PROFESSIONAL LEARNING

The Wilton Administrators Evaluation and Support Plan is a tool that allows the district to build leadership capacity in the schools through professional learning that is specific to each school leader's role, responsibility, and professional goals. The professional learning needs of all administrators will be assessed in collaboration with the Superintendent, and communicated to the district Professional Evaluation and Learning Committee (PEAL).

Professional learning will be a combination of group and individual experiences for school leaders. In the course of the year-end conferences, the Superintendent will make a determination as to what professional learning all school administrators may need. Professional learning for all school leaders will include evaluation procedures, data collection, and data based decision making, the use of technology for management and for teaching and learning, and the Educational Leaders Evaluation and Support Plan. Professional learning needs will be communicated to members of the district's PEAL Committee, who will facilitate the planning of those offerings. Other professional learning will be based upon an individual school leader's professional learning goals. A budget for administrator professional development will be allotted for each school. The school administrative team will decide how best to use those funds, which could support attendance at national conferences, individual workshops, or classes.

## **CAREER DEVELOPMENT AND GROWTH**

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself, and in building the capacity of all administrators.

Examples of such opportunities include, but are not limited to:

- Mentoring early-career administrators
- Leading Professional Learning Communities
- Leading District initiatives or instructional committees
- Participation in Tri-State Consortium

## **INDIVIDUAL ADMINISTRATOR IMPROVEMENT AND REMEDIATION PLANS**

An administrator whose performance is developing or below standard as measured against the Wilton Educational Leader Evaluation and Support Plan may need additional support to meet the expectations of the Wilton Public Schools. In this case the Superintendent will place the administrator on an intervention plan. It is expected that the Superintendent and administrator will have conversations regarding the concerns with the administrator's job performance before the administrator is formally identified, and in the case of deans or associate/assistant principals, that the Superintendent has consulted with the building principal. An administrator performing below standard may be placed on an intervention plan by the Superintendent at any time during the school year.

Within 10 days of notifying the administrator that he/she will be placed on an intervention plan, the administrator and Superintendent will mutually agree upon an improvement plan to address targeted areas of concern. As part of the improvement plan, resources will be identified to provide support to the administrator. Support may include, but is not limited to, conferences and informal meetings with the appropriate staff members.

If the Superintendent and administrator are unable to mutually agree to an intervention plan, the Superintendent may unilaterally implement a plan.

The improvement plan will include a timeline of follow-up conferences between the Superintendent and administrator that will occur during the current school year. These meetings should take place as frequently as necessary, but at least once a month. In the case of deans and/or assistant/associate principals, the building principal will participate in these conferences.

The intervention plan will also be in place at the discretion of the Superintendent for the current school year, or until the Superintendent, administrator, and any other person supporting the administrator in this plan mutually agree that it should end.

The Superintendent shall document all observations and meetings the administrator has had with supporting staff.

At the end of the current school year, or when it is agreed that the intervention plan should end, the Superintendent will evaluate the administrator's progress in the intervention plan against the

evaluation criteria, using the documentation collected. At that time it will be decided to move the administrator back into the Evaluation Plan, or move to recommend the termination process outlined in Connecticut statute.

### **OBSERVATION PROCESS**

The number of observations and the nature of evaluations vary according to the administrator’s level of experience. While the following chart outlines the differentiated plan for administrator observations and conferences, the evaluators may determine if additional observations are needed.

<b>Levels of Administrative Experience in Wilton</b>	<b>Minimum Number of Site Visits</b>	<b>Observation Deadlines</b>	<b>Goal Setting Conference Deadline</b>	<b>Mid-Year Conference Deadline</b>	<b>End of Year Conference Deadline</b>
Year 1 & Year 2	4	First: Oct. 31 Second: Dec. 15 Third: Mar. 1 Fourth: May 1	October 15 <sup>th</sup>	January 15 <sup>th</sup>	June 15 <sup>th</sup>
Exemplary or Proficient	2	First: Feb 15 Second: May 1	October 15 <sup>th</sup>	January 15 <sup>th</sup>	June 15 <sup>th</sup>
Developing or Below Standard	4	First: Oct. 31 Second: Dec. 15 Third: Mar 1 Fourth: May 1	October 15 <sup>th</sup>	February 15 <sup>th</sup>	May 31 <sup>st</sup>

## EVALUATION AND SUPPORT PLAN TIMELINE

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development.

### July

#### Orientation and Context-Setting

In July, or as soon as possible, all administrators will be provided with the following materials:

1. Student learning data: available for review by the administrator
2. Stakeholder survey data: available for review by the administrator.
3. Superintendent's student learning priorities for the year.
4. Administrator's school improvement plan that includes student learning goals.
5. Copy of current administrator evaluation plan

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

### August

#### Goal-Setting and Plan Development

No later than October 15, administrators identify two student learning objectives and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine one area of focus for their practice.

Administrators should start with the outcomes they want to achieve. This includes setting two student learning objectives 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 targets, choosing from among the elements of the Connecticut School Leadership Standards.

While administrators are rated on all six Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify one specific focus area of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that the practice focus area will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus area to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice area and the resources and supports, comprise an individual’s evaluation plan.

In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

A goal-setting form is to be completed by the administrator. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator’s evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

## **August – December**

### **Plan Implementation and Evidence Collection**

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator’s practice. For the evaluator, this must include at least two school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. “Site visits” may include observations of the teacher evaluation process (e.g. goal setting and pre/post conferences, as well as classroom observations), faculty meetings, PTA meetings, PPT/SRBI meetings, and other special events. They may also include meetings to share and/or review information/data on strategic improvement efforts, school climate, curriculum development, etc.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting. Evaluators should provide timely feedback after each visit.

## **January**

### **Mid-Year Formative Review**

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for this meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.

- The evaluator reviews observation and feedback forms to identify key themes for discussion.
- The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well the performance area 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.

## **May**

### **Self-Assessment**

In May, the administrator takes an opportunity to assess his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

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

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

The administrator submits his/her self-assessment to his/her evaluator no later than May 30<sup>th</sup>.

## **June**

### **Summative Review and Rating**

The administrator and evaluator meet in June to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks (14 working days) of receipt of the report.

Summative ratings must be completed for all administrators by June 30<sup>th</sup> of a given school year. When the summative rating for an administrator may be significantly impacted by teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15<sup>th</sup>. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If 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.

**Please note:**

Administrators who are hired mid-year will be provided with an orientation to the Teacher and Administrator Evaluation and Support Plans, including the timelines for the evaluation processes, during their initial goal-setting meeting.

## **PRACTICE RELATED INDICATORS**

**The Practice Related Indicators, half of Wilton’s Educational Leader Evaluation and Support Plan, is comprised of two categories:**

- **Administrator Performance and Practice: demonstration of leadership performance and practice as described in the Common Core of Leading Connecticut School Leadership Standards (40%) and**
- **Stakeholder Feedback: areas of administration or school practice as described in the Common Core of Leading Connecticut School Leadership Standards (10%)**

## **CATEGORY #1: ADMINISTRATOR PERFORMANCE AND PRACTICE (40%)**

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

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

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

**2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

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

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

**5. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises half of the leadership practice rating and the other five performance expectations are equally weighted.

These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While we know that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the Leader Evaluation Rubric (Appendix 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.
- **Accomplished:** The rubric is anchored at the Accomplished Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Accomplished 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.
- **Unsatisfactory:** The Unsatisfactory Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row from *unsatisfactory* to *exemplary*.

Examples of Evidence (Appendix B) are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. We recommend that as evaluators learn and use the rubric, they review these Examples of Evidence and generate additional examples from their own experience that could also be evidence of Proficient practice.

## **ARRIVING AT A LEADERSHIP PRACTICE SUMMATIVE RATING**

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

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

1. The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development.
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
4. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the

evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

5. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *accomplished*, *developing*, or *unsatisfactory* for each performance expectation.
6. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

**Principals and Central Office Administrators**

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Unsatisfactory</b>
Exemplary on Teaching and Learning Exemplary on at least 2 other performance expectations No rating below Accomplished on any performance expectation	At least Accomplished on Teaching and Learning At least Accomplished on at least 3 other performance expectations No rating below Developing on any performance expectation	At least Developing on Teaching and Learning At least Developing on at least 3 other performance expectations	Unsatisfactory on Teaching and Learning or Unsatisfactory on at least 3 other performance expectations

**Assistant Principals and Other School-Based Administrators**

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Unsatisfactory</b>
Exemplary on at least half of measured performance expectations No rating below Accomplished on any performance expectation	At least Accomplished on at least a majority of performance expectations No rating below Accomplished on any performance expectation	At least Developing on at least a majority of performance expectations	Unsatisfactory on at least half of performance expectations

## **CATEGORY #2: STAKEHOLDER FEEDBACK (10%)**

Feedback from stakeholders, assessed by administration of a survey with measures that align to the Connecticut Leadership Standards, is 10% of an administrator's summative rating. The Wilton Administrator Evaluation and Support Plan uses school climate surveys as a means of obtaining stakeholder feedback. School climate surveys are designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. In addition, the surveys will demonstrate validity and reliability. The school climate surveys will typically be administered to all staff as well as to students and their family members. All responses to the survey will be kept anonymous.

### **STAKEHOLDERS**

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

### **ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING**

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

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

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

- Select appropriate survey measures aligned to the Connecticut Leadership Standards
- Review baseline data on selected measures which may require a fall administration of the survey in year one
- Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
- Later in the school year, administer surveys to relevant stakeholders
- Aggregate data and determine whether the administrator achieved the established target

Assign a rating using this scale:

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Unsatisfactory</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 administrator being evaluated in the context of the target being set.

# OUTCOMES RELATED INDICATORS

**The Outcomes Related Indicators, half of Wilton’s Educational Leadership Evaluation and Support Plan is comprised of two categories:**

- **Multiple Student Learning Outcomes:** attainment of goals and/or objectives for student growth using multiple indicators of academic growth and development to measure progress towards achieving goals/objectives (45%) and
- **Teacher Effectiveness Outcomes:** based on Aggregate Rating Outcome of teacher performance on Student Outcome Measures Portion of the teacher evaluation plan (5%).

### **CATEGORY #3: MULTIPLE STUDENT LEARNING INDICATORS (45%)**

Student learning is assessed by:

- Performance and growth on locally-determined measures.

These measures will account for 45% of the administrator’s evaluation.

For 092 holders serving in central office administrative roles, the rating will be based on results of the group of schools, group of students, or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.

#### **LOCALLY-DETERMINED MEASURES**

Administrators establish two (2) student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut Learning 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 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.

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

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

	<b>SLO 1</b>	<b>SLO 2</b>
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion
<b>High School Principal</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion

<b>Elementary or Middle School AP</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
<b>High School AP</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
<b>Central office Administrator</b>	Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.	Broad discretion

Below are a few examples of indicators, goals and SLOs:

Grade Level	SLO
2 <sup>nd</sup> Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
High School	9 <sup>th</sup> grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2015, the percentage of grade 3 students across the district reading at or above grade level will increase from 78% to 85%.

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 (described for principals):

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The principal 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 principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

<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

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:

Locally-determined Portion	Locally-determined Portion #2				
		Exemplary	Accomplished	Developing	Unsatisfactory
	Exemplary	Exemplary	Exemplary	Accomplished	<i>Gather further info</i>
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Unsatisfactory
Unsatisfactory	<i>Gather further information</i>	Developing	Unsatisfactory	Unsatisfactory	

#### CATEGORY #4: TEACHER EFFECTIVENESS (5%)

Teacher effectiveness, as measured by an aggregation of teachers’ student learning objectives (SLOs), is 5% of an administrator’s evaluation. For assistant principals, measures of teacher effectiveness will focus only on those teachers they are responsible for evaluating.

Improving teacher effectiveness is central to a principal’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher effectiveness, from hiring and placement to ongoing professional development to feedback on performance, the principal evaluation model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

Exemplary	Accomplished	Developing	Unsatisfactory
>80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation

## SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

**Exemplary:** Substantially exceeding indicators of performance

**Accomplished:** Meeting indicators of performance

**Developing:** Meeting some indicators of performance but not others

**Unsatisfactory:** Not meeting indicators of performance

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least three (3) other areas of practice
- Meeting or making progress on one (1) target related to stakeholder feedback
- Meeting or making progress on two (2) student learning objectives aligned to school and district priorities
- Having 60% or more of teachers accomplished on the student growth portion of their evaluation

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

*Exemplary* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide.

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

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

### DETERMINING SUMMATIVE RATINGS

The process for determining summative evaluation ratings has three categories of steps:

1. Determining a practice rating,
2. Determining an outcomes rating and
3. Combining the two into an overall rating.

## **PRACTICE RELATED INDICATORS RATING 50%**

### **LEADERSHIP PRACTICE (40%) + STAKEHOLDER FEEDBACK (10%)**

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *unsatisfactory*, respectively.

## **OUTCOMES RELATED INDICATORS RATING 50%**

### **STUDENT LEARNING (45%) + TEACHER EFFECTIVENESS (5%)**

The outcomes rating derives from the two student learning measures:

- student learning objectives
- teacher effectiveness outcomes.

Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. This forms the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *unsatisfactory*, respectively.

## **PRACTICE RELATED RATING (50%) + OUTCOMES RELATED RATING (50%) = SUMMATIVE RATING 100%**

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

### *Summative Rating Matrix*

		<i>Practice Related Indicators Rating</i>			
<b>Outcomes Related Indicators Rating</b>		<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Unsatisfactory</b>
	<b>Exemplary</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Accomplished</b>	<i>Gather further information</i>
	<b>Accomplished</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Accomplished</b>	<b>Developing</b>
	<b>Developing</b>	<b>Accomplished</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Developing</b>
	<b>Unsatisfactory</b>	<i>Gather further information</i>	<b>Developing</b>	<b>Developing</b>	<b>Unsatisfactory</b>

#### **DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS**

Wilton Public Schools defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one.

- Novice administrators shall generally be deemed effective upon receiving at least two sequential “accomplished” ratings, one of which must be earned in the fourth year of a novice administrator’s career.
- An “unsatisfactory” 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 “accomplished” ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.
- A four year administrator shall generally be deemed ineffective if said educator receives at least two sequential “developing” ratings or one “unsatisfactory” rating at any time.

#### **ENSURING FAIRNESS AND ACCURACY: EVALUATOR TRAINING, MONITORING AND AUDITING**

- All evaluators and administrators are required to complete training on the evaluation model as well as training on conducting effective observations and providing high-quality feedback. The school district will provide administrators with training opportunities and tools throughout the year to support district administrators and evaluators.

## **DISPUTE-RESOLUTION PROCESS**

In cases where the evaluator and administrator 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 Evaluation and Learning (PEAL) Committee. The superintendent and the Wilton Administrators and Supervisors Association (WASA) will each select one representative from the PEAL Committee to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and WASA. 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: LEADER EVALUATION RUBRIC**

## STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:

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

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

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

**Assessing the practice of administrators other than principals:** A rubric, is not required for assistant principals or central office administrators. Districts may generate ratings from evidence collected directly from the Connecticut School Leadership Standards. Or, the leader evaluation rubric may be used in situations where it is applicable to the role of the assistant principal or central office administrator.

# Connecticut Leader Evaluation and Support Rubric 2015 — At a Glance

Domain 1: Instructional Leadership	Domain 2: Talent Management
<p><i>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.</i></p> <p><b>1.1 Shared Vision, Mission and Goals</b> — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p><b>1.2 Curriculum, Instruction and Assessment</b> — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p><b>1.3 Continuous Improvement</b> — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p>	<p><i>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.</i></p> <p><b>2.1 Recruitment, Selection and Retention</b> — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.</p> <p><b>2.2 Professional Learning</b> — 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.</p> <p><b>2.3 Observation and Performance Evaluation</b> — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p>
Domain 3: Organizational Systems	Domain 4: Culture and Climate
<p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p> <p><b>3.1 Operational Management</b> — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p><b>3.2 Resource Management</b> — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>	<p><i>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.</i></p> <p><b>4.1 Family, Community and Stakeholder Engagement</b> — 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.</p> <p><b>4.2 School Culture and Climate</b> — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p><b>4.3 Equitable and Ethical Practice</b> — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.</p>

# 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.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>High expectations for students</b>	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and 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 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 college- and career-readiness, for all students.	<ul style="list-style-type: none"> <li>• School vision and mission statement</li> <li>• Faculty meeting agendas, minutes, observations</li> <li>• Parent group agenda, minutes, observations</li> <li>• Student, parent, staff surveys</li> <li>• Professional learning plan, content, feedback</li> <li>• School or district improvement plan</li> <li>• Student learning data</li> <li>• Educator evaluation data</li> <li>• Communications (including social media, website, newsletters, public appearances, etc.)</li> <li>• School functions and activities</li> <li>• Survey data</li> <li>• Implementation of policies on bullying or stakeholder engagement</li> <li>• Implementation of policies on stakeholder engagement</li> <li>• Presence of IEPs or 504 plans; implementation for special education staff</li> <li>• Evidence of vertical teaming for curriculum staff</li> <li>• Evidence of intra- or inter-building communication and cooperation</li> <li>• School or district community collaborations</li> <li>• Use and organization of community or parent volunteers</li> <li>• Various team and committee meeting agendas, minutes, observations</li> <li>• Data tracking parental involvement</li> <li>• PBIS implementation</li> <li>• Parent handbook</li> <li>• Use of interdistrict resources and professional learning cooperative designs</li> </ul>
	<b>School/District Improvement Plan (SIP/DIP)<sup>1</sup>/ action plan and goals</b>	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan 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 district improvement plan 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 the 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.	
	<b>Stakeholder engagement</b>	Rarely engages with stakeholders about the school or district's vision, mission and goals.	Engages some stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages a broad range of stakeholders to develop, implement and sustain the shared school or district 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.	

1. SIP/DIP — School Improvement Plan/District Improvement Plan. Plans for school and/or district improvement may be referred to by other titles (for example, Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement.

## 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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Curriculum development</b>	Few or no processes are established to design, implement and evaluate curriculum and instruction.	Establishes inconsistent processes to design, implement and evaluate curriculum and instruction.	Works with staff to develop a system to design, implement and 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 design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> <li>• Professional development sessions</li> <li>• Educator evaluation data</li> <li>• Student learning data (formative and summative)</li> <li>• Data team agendas, minutes, observations</li> <li>• School or district improvement plan</li> <li>• Curriculum guides</li> <li>• Lesson plans</li> <li>• Faculty meeting agendas, minutes, observations</li> <li>• Teacher formative assessments</li> <li>• Student learning goals or objectives and indicators of academic growth and development (IAGDs)</li> </ul>
	<b>Instructional strategies and practices</b>	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students <sup>2</sup> .	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
	<b>Assessment practices</b>	Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	

2. **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.

## 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.*

<b>1.3 Continuous Improvement</b>						
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Data-driven decision-making</b>	Uses little to no data to guide ongoing decision-making to address student and adult learning needs.	Uses some data to guide ongoing decision-making to address student and adult learning needs.	Analyzes varied sources of data <sup>3</sup> about current practices and outcomes to guide ongoing decision-making that addresses student and 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 adult learning needs and progress toward school or district vision, mission and goals.	<ul style="list-style-type: none"> <li>• School or district improvement plan</li> <li>• Leadership team agendas, minutes, observations</li> <li>• Faculty or departmental meeting agendas, minutes, observations</li> <li>• Professional development plan</li> <li>• Data team schedule, processes and minutes</li> <li>• Data team agendas, minutes, observations</li> <li>• Educator evaluation data, including informal or formal observations</li> <li>• Student intervention data</li> <li>• Parent group agenda, minutes, observations</li> <li>• School governance council agendas, minutes, observations</li> </ul>
	<b>Analysis of instruction</b>	Provides little guidance or support to individual staff regarding the analysis of instruction.	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.	
	<b>Solution-focused leadership</b>	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.	

3. 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, attendance data.

## 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.**

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Recruitment, selection and retention practices</b>	Does not have or apply recruitment, selection and retention strategies.	Implements recruitment, selection and retention strategies that reflect elements of the school or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school 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 in alignment with the school or district's vision, mission and goals; influences district's policies and procedures.	<ul style="list-style-type: none"> <li>School or district improvement plans</li> <li>Educator evaluation data</li> <li>Application materials and interviews</li> <li>Personnel records</li> <li>Leadership team agendas, minutes, observations</li> <li>Professional development sessions</li> <li>ED 163</li> <li>Climate survey</li> <li>Retention data</li> <li>Faculty or departmental meeting agendas, minutes, observations</li> </ul>
	<b>Evidence-based personnel decisions</b>	Does not consider evidence as a requirement for recruitment, selection and retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and 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 retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.	
	<b>Cultivation of positive, trusting staff relationships</b>	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.	
	<b>Supporting early career teachers</b>	Provides support for early career teachers that meets only minimum state requirements.	Identifies general needs and provides some 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.*

<b>2.2 Professional Learning</b>						
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.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Professional learning system</b>	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.	Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	<ul style="list-style-type: none"> <li>• School or district improvement plans</li> <li>• Leadership team agendas, minutes, observations</li> <li>• Professional learning plan</li> <li>• Professional learning survey or feedback</li> <li>• Educator evaluation data</li> </ul>
	<b>Reflective practice and professional growth</b>	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses evidence that may or may not promote reflection and 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 exhibits a commitment to lifelong learning through individual and collaborative practices.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
	<b>Resources for high-quality professional learning</b>	Provides minimal support, time or resources for professional learning.	Provides the conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides the 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.*

<b>2.3 Observation and Performance Evaluation</b>						
Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Evidence-based evaluation strategies</b>	Evaluates staff using minimal evidence that is not aligned with educator performance standards.	Evaluates staff using limited evidence such as observation, artifact review, collegial dialogue or student-learning data that is aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer evaluation based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<ul style="list-style-type: none"> <li>• School or district improvement plan</li> <li>• Educator evaluation data</li> <li>• Student learning goals or objectives and indicators of academic growth and development (IAGDs)</li> <li>• Leadership team agendas, minutes, observations</li> <li>• Professional development sessions</li> <li>• Professional learning recommendations</li> <li>• Teacher mentorship or peer support programming</li> </ul>
	<b>Feedback</b>	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.	Establishes conditions for peers to lead difficult 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.*

<b>3.1 Operational Management</b>						
<b>Strategically aligns organizational systems<sup>4</sup> and resources to support student achievement and school improvement.</b>						
		<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>	<b>POTENTIAL SOURCES OF EVIDENCE</b>
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Organizational systems</b>	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.	<ul style="list-style-type: none"> <li>• Schedules</li> <li>• Student assistance team</li> <li>• Safe school climate committee</li> <li>• Leadership team agendas, minutes, observations</li> <li>• Instructional improvement committees</li> <li>• Professional development and evaluation committees (PDEC), or school-based equivalent</li> <li>• School conditions</li> <li>• Maintenance of facilities, playgrounds, equipment, etc.</li> <li>• Processes for arrival and dismissal</li> <li>• Safety procedures</li> <li>• Use of electronic systems for student or staff data and communication</li> <li>• Phone logs, bulletins, website</li> <li>• Use of social media</li> </ul>
	<b>School site safety and security</b>	<p>Fails to respond to or comply with feedback regarding the school site safety and security plan.</p> <p>Does not enforce compliance with safety requirements.</p> <p>Fails to address physical plant maintenance or safety concerns.</p>	<p>Partially implements a school site safety and security plan.</p> <p>Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.</p>	<p>Designs and implements a comprehensive school site safety and security plan.</p> <p>Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.</p>	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	
	<b>Communication and data systems</b>	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.	<p>Develops communication and data systems that provide information but is not always timely in doing so.</p> <p>Minimally develops capacity of staff to document and access student learning progress over time.</p>	<p>Develops or implements communication and data systems that assure the accurate and timely exchange of information.</p> <p>Develops capacity of staff to document and access student learning progress over time.</p>	<p>Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems.</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>	

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

# 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.*

<b>3.2 Resource Management</b>						
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Budgeting</b>	Does not develop a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops and 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.	<ul style="list-style-type: none"> <li>• School or district budget documents or processes</li> <li>• School or district improvement plan</li> <li>• Leadership team agendas, minutes, observations</li> <li>• Parent group agenda, minutes, observations</li> <li>• School governance council agendas, minutes, observations</li> <li>• Technology plan</li> </ul>
	<b>Securing resources to support vision, mission and goals</b>	Makes minimal attempts to secure resources that may or may not support achievement of the school or district's vision, mission and goals.	Advocates for school and district resources that can support some achievement of the school or district's vision, mission and goals.	Advocates for and works to secure school and district resources to support achievement of the school or district's vision, mission and goals.	Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	
	<b>Resource allocation</b>	Allocates resources in ways that do not promote educational equity <sup>5</sup> 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 students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

5. Educational equity: providing equitable resources to meet 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.**

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Communications</b>	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 all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	<ul style="list-style-type: none"> <li>• Communications (including social media, website, newsletters, public appearances, etc.)</li> <li>• Feedback from climate survey</li> <li>• Parent group agenda, minutes, observations</li> <li>• Committee membership</li> <li>• Participation in community groups (Rotary, Lions Club, etc.)</li> <li>• Participation in professional organizations</li> <li>• Community groups (United Way, etc.)</li> <li>• School or district improvement plan</li> <li>• Family resource centers or outreach programs</li> <li>• School or district community collaborations</li> <li>• Use and organization of community or parent volunteers</li> <li>• Data on parental involvement</li> <li>• PBIS implementation</li> <li>• Parent handbook</li> <li>• Use of interdistrict resources and professional learning cooperative designs</li> </ul>
	<b>Inclusive decision-making</b>	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in some decision-making that supports the improvement of student-specific learning.	Provides opportunities for families and members of 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.	
	<b>Relationship building</b>	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and cordial relationships with some families, community partners and other stakeholders regarding educational issues.	Develops and maintains 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.	
	<b>Cultural competencies and community diversity</b>	Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.	Identifies some connections between cultural competencies and community diversity that strengthen educational programs.	Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education.	Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

## 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.*

<b>4.2 School Culture and Climate</b>						
Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Student conduct</b>	Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities 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.	<ul style="list-style-type: none"> <li>• Discipline data</li> <li>• Student surveys</li> <li>• Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.)</li> <li>• Faculty or departmental meeting agendas, minutes, observations</li> <li>• Observations of faculty</li> <li>• Social media</li> <li>• Educator evaluation data (professional responsibilities)</li> <li>• Parent surveys</li> <li>• Participation in parent meetings or school events</li> <li>• Records of safety issues</li> <li>• Collaboration with police and fire departments (minutes from meetings)</li> <li>• Procedure manuals</li> <li>• Emergency management drills</li> <li>• Communication with parents and families</li> <li>• Safe school climate committees</li> <li>• Contingency plans</li> </ul>
	<b>Professional conduct</b>	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers.	
	<b>Positive school climate for learning</b>	Acts alone in addressing school climate issues.  Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Seeks input and discussion from school community members to build his or her own understanding of school climate.  Maintains a school climate focused on learning and the personal well-being of students.	Advocates for, creates and supports 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 maintain and 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.*

<b>4.3 Equitable and Ethical Practice</b>						
<b>Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.</b>						
		<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>	<b>POTENTIAL SOURCES OF EVIDENCE</b>
<b>KEY AREAS OF LEADERSHIP PRACTICE</b>	<b>Professional Responsibility and Ethics</b>	Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	N/A	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.	<ul style="list-style-type: none"> <li>• Transparency of policies and procedures</li> <li>• Leadership team agendas, minutes, observations</li> <li>• Professional organizations or memberships</li> <li>• Feedback from colleagues, parents, community members</li> <li>• Educator evaluation data (professional responsibilities)</li> <li>• Faculty or staff handbook</li> <li>• Faculty or departmental meeting agendas, minutes, observations</li> <li>• Professional development</li> <li>• Use of technology</li> <li>• Technology plan or acceptable use policy</li> <li>• Social media efforts</li> </ul>
	<b>Equity, cultural competence and social justice</b>	Does not consistently promote educational equity, cultural competence and social justice for students or staff.	Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff.	Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders.  Promotes social justice by ensuring all students have access to educational opportunities.	Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination.	
	<b>Ethical use of technology</b>	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.	Demonstrates ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	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.  Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals.  Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.	

**APPENDIX B:  
PERFORMANCE  
EXPECTATIONS:  
EXAMPLES OF  
EVIDENCE**

## Performance Expectation 1: Vision, Mission and Goals

*Education leaders<sup>1</sup> ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*

### **ELEMENT A: High Expectations for All**

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff<sup>2</sup>.

- The 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

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

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

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

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

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

## EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

### Performance Expectation 2: Teaching and Learning

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

#### **ELEMENT A: Strong Professional Culture**

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

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

#### **ELEMENT B: Curriculum and Instruction**

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

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

## **ELEMENT C: Assessment and Accountability**

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

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

## EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

### Performance Expectation 3: Organizational Systems and Safety

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

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

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

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

#### Element B: Operational Systems

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

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

#### Element C: Fiscal and Human Resources

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

- Instructional funds are transparently and equitably distributed to accomplish the organizational goal
- 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