THE INTEGRATED DAY CHARTER SCHOOL
EDUCATOR'S HOLISTIC EVALUATION
AND
DEVELOPMENT PROGRAM
(REVISED APRIL 2015)

MISSION

The Integrated Day Charter School,

in partnership with its children,

families and community,

provides a safe, flexible and

academically challenging learning environment

that meets the unique social, emotional, academic

and physical needs of each child.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM
TABLE OF CONTENTS

I. Acknowledgements

IDCS Board of Directors

Claude Pellegrino, Chair

Melissa Dearborn, Teacher Member

Andrew Harvey, Vice Chair, Community Member

Jeb Carty, Parent Member

Corinne McOmber, Teacher Member

Sarah Edmond, Parent Member

Christy Lovejoy, Parent Member

Jen Spangle, Secretary, Teacher Member

Ann Theriault, Teacher Member

Joyce Werden, Norwich Board of Education Liaison

Anna B. James, Director

June Morrone, Assistant Director

William Merrill, Business Manager

II. Overview

Introduction

Integrated Day Charter School is an urban public, non-profit, state funded charter school dedicated to serving the children from grades preK to 8 in Norwich, Connecticut and surrounding towns. Located on the banks of the Thames River, our school provides an alternative approach to teaching and learning for our local families. From the unique multi-aged classroom configurations and infused arts and cross curricular integration, to our rigorous research project based learning format, our teachers are committed to providing quality instruction for our students. Our Educators Evaluation and Development Plan will reflect the mission, vision and tenets of our school.

Mission and Vision

Mission		Vision
The Integrated Day Charter School, in partnership with its children, families and community, provides a safe, flexible and academically challenging learning environment that meets the unique social, emotional, academic and physical needs of each child.	**Integrated** Day Charter School	IDCS students will become confident, socially responsible citizens and lifelong learners who apply their knowledge to improve themselves and the world around them

Basic Tenets of the IDCS

Responsive Classroom
Responsive Classroom is a social curriculum explicitly taught by the teachers at IDCS to enable children to CARE: be cooperative, assertive, responsible, empathetic, and self-controlled. These skills allow children to contribute to a conducive and diverse learning community.

Research
Students in Pre K to 8 engage in research at IDCS. This gives them input into the curriculum, allows for greater creativity, and instills a sense of empowerment, personal pride, and intellectual curiosity. To understand a topic fully, several subjects need to be integrated and explored.

Families as Partners
Families at IDCS choose our school community because they embrace the philosophy allowing them to have productive partnerships in all aspects of our environment. This allows them to have a greater role in supporting their child's education. Partnerships occur

through home support, classroom support, the school community, School Council, IDEA, IDCS Foundation, and Board membership.

Environment
At IDCS, we teach and learn about our connections to all things. Actions impact living things whether it's in the classroom, our homes, the community, or the world.

Integration of a Multicultural Curriculum
All content areas, including the arts, are integrated to the fullest degree possible to allow students to make connections from multiple perspectives.

Service Learning
All students learn to impact their community and the world through action projects. They identify a need, research it, and educate an audience. This creates a sense of responsibility and solidarity with the world.

Student Achievement
Developmentally appropriate practice means meeting the learners where they are. A focus on process vs. product results in higher order learning and higher achievement. Student progress is assessed and curricula are differentiated as needed. Research demonstrates that integration of the arts results in higher academic achievement.

Teacher/Student Empowerment
Teachers and students have the opportunity to contribute ideas and input into the school community. Decisions are then made, always through the lens of our philosophy, to benefit the total community or class as opposed to any one individual need.

Teacher Effectiveness

Effective teachers at IDCS adhere to The Common Core of Teaching. Effective teachers will demonstrate proficiency or exemplary ratings through best practices as measured through observations and evidence gathered by teachers and evaluators.

We believe that:

- Effective teaching and learning must reflect and be grounded in the mission, vision and tenets of our school
- A comprehensive evaluation process includes:
  - On-going inquiry into and reflection on practice;
  - Goal-setting aligned with expectations for student learning;
  - Analysis of information gathered from multiple sources of evidence;
  - Support structures for feedback, assistance, and professional collaboration;
  - Research-based professional learning opportunities aligned with the needs of teachers.

The IDCS's Educator's Holistic Evaluation and Development (EHED) Program has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). The IDCS's EHED Program represents our commitment to: incorporating current, high-quality research in the creation of professional learning opportunities, fostering best practices in teacher supervision and evaluation, and improving student learning through effective curriculum, instruction, and assessment practices in our school. As such, the Program: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our mission, vision and tenets; and c) meets the educational needs of the stakeholders in our school.

III. Evaluation System

Evaluation System Overview

The evaluations system consists of multiple measures to portray an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in each of the four categories grouped in two major focus areas: Teacher Practice and Student Outcomes.

Components of Teacher Evaluation and Rating

- ■ Student Growth and Development
- ■ Peer Feedback
- ■ Observation of Teacher Performance
- ■ Whole School Indicator

(Pie chart values: 45%, 10%, 40%, 5%)
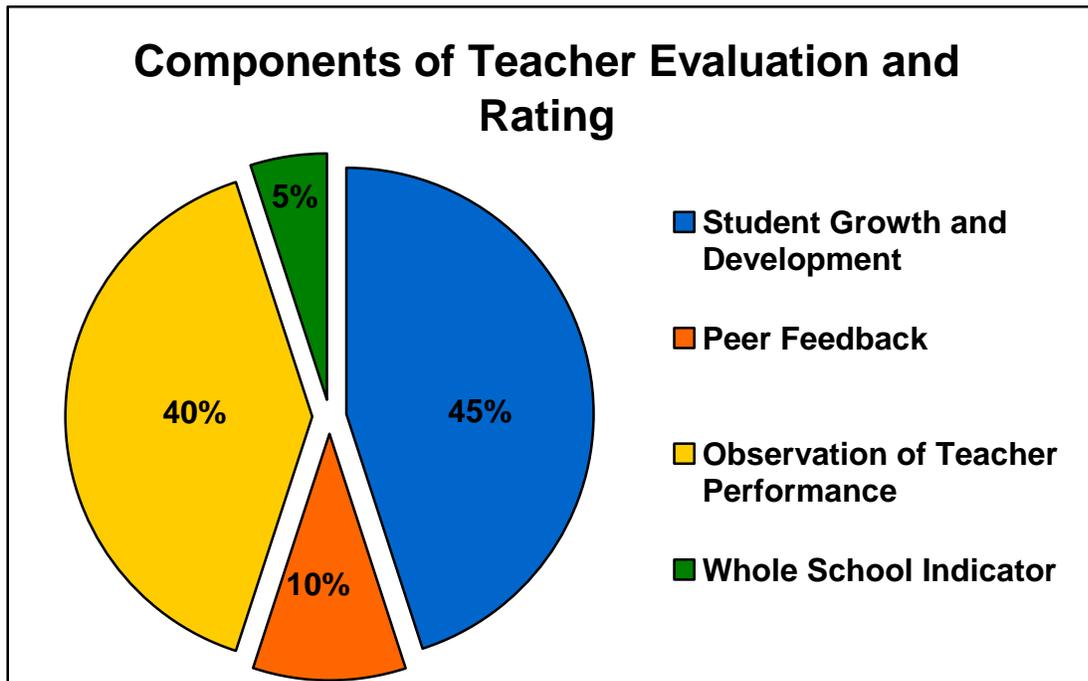
1. Teacher Practice Related Indicators (50%)-An evaluation of the core instructional practices and skills that positively affect student learning is comprised of two categories:
   a. Observation of teacher performance and practice (40%) as defined by...
   b. Peer feedback (10%) is based on teacher practice as measured by one of the following: peer observations, peer reviews or peer focus groups.
2. Student Outcomes Related to Indicators-An evaluation of teachers' contribution to student academic progress, at the school and classroom level is comprised of two categories:
   a. Student growth and development (45%) as determined by the teacher's Student Learning Objectives (SLO's)
   b. Whole School Indicators (5%) as measured by the School Performance Indicators.

Scores from each of the four categories will be combined to produce a summative performance rating defined as:

Exemplary-Substantially exceeding indicators of performance
Effective-Meeting most indicators of performance
Developing-Meeting some indicators of performance but not others
Below Standard-Not meeting indicators of performance

Implementation of Professional Learning and Evaluation Program

Training and Orientation of Teachers and Administrators
Before the onset of the school year, and throughout the school year when new teaching staff is hired, administration will provide (through in-service sessions, target group sessions, and individual conferences) training that explains the processes for professional learning and planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

New Educator Support and Induction
Staff will become familiar with:
- School philosophy and tenets
- Teacher Evaluation Process
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support
Understanding of IDCS's EHED Program features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitate the evaluation process and promote student growth. To that end, evaluators and teacher leaders will be provided with on-going training and support in the use and application of IDCS's EHED Program. Evaluators and teacher leaders will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals. Plans for staff training will be coordinated by administration.

Teacher Evaluation Plan

Process and Timeline of Teacher Evaluation
The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order: The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the

beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

In addition, informal peer observations and feedback will occur twice a year, in the fall and spring. These observations will consist of a pre conference discussion of content objectives and student outcomes followed by observation and post conference.

Prior to start of school year	Orientation provided on the teacher evaluation process
September/ October	Teacher Self-assessment / reflection Goals conference and approval of goals (by October 15th)
November/December	Observation of practice Collection of evidence Peer Observation
January/February	Mid Year Check in opportunity
March/April	Continuation of observations Peer Observation
May/June	Teacher self-assessment End of year conference (by first week in June)

Orientation (prior to the onset of the school year)
To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. The Teacher Evaluation Plan
2. Administrator, school, and district priorities that should be reflected in teacher performance and practice goals.
3. Development of mutually agreed upon SLO's related to student outcomes and achievement.
4. Data regarding whole-school indicators of student learning (by September 15).
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis by both teacher and evaluator.

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

Goal-Setting Conference (by October 15)

Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning goals (when applicable), and observation protocol. The teacher will draft the following goals:

   a. **A SLO** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation; (Form A)
   b. **A performance and practice goal**, based on teacher performance data, teacher reflection and previous year's evaluator observations and review of the observation protocol will comprise 40% of a teacher's summative evaluation. This should be aligned with the rubric in appendix A (Form B)
   c. A goal based on **peer feedback** which aligns with IDCS tenets will comprise 10% of the teachers summative evaluation (Form C)
   d. A goal based on **whole school indicators of student learning** will comprise 5% of the teacher's summative evaluation

*First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals.

Goal-setting conference – No later than October 15 of the school year the evaluator and teacher will meet to discuss the teacher's proposed goals. The evaluator and teacher will mutually agree upon these goals and the balance of weighting standard and nonstandard indicators to arrive at a percentage for each component. The goals for the year must be informed by data and evidence collected by the teacher and evaluator about the teacher's practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data and evidence that may be included in the goal-setting conference:

• Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes • Survey Data	• Class List • Standardized and Non-Standardized Data (based on the teacher's class) • School-Level Data • Teacher reflection logs

*In year one of the implementation of the new year program, teachers will be encouraged to set one year goals related to professional learning and practice. At the end of year one, tenured teachers who are rated proficient or exemplary may choose to set multi-year goals.

Observations of Practice and Collection of Evidence (ongoing)

Observation

Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating

Evidence collection

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. This data will be entered into the teacher's monthly professional reflection log. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

Mid Year Check-in

<mark>Opportunity is provided for the evaluator and teacher to hold at least one conference near the mid-point of the evaluation cycle</mark>. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning and maintains the tenets and mission of IDCS. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program.   If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SLO's to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. (Appendix: Form D)

End-of-Year Summative Review *(by first week of June)*

- *Teacher self-assessment* – (due to the evaluator 5 working days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *IDCS Framework* and established in the goal-setting conference.
- *The self*-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection including the teacher checklist. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met SLO's and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the

conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

- *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

Primary and Complementary Evaluators

Primary Evaluators
The primary evaluator for most teachers will be the director or assistant director, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators will have sole responsibility for assigning summative ratings and must achieve proficiency on the training modules. Evaluators will attend yearly calibration and training sessions.

Complementary Evaluators
The district may also decide to use complementary evaluators to assist the primary evaluators. Complementary evaluators are required to have certification and must be fully trained as evaluators in order to be authorized to serve in this role. Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing Student Learning Objectives (SLO's), and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator.

Teacher Performance and Practice Rating

Category 1: Teacher Practice (40%)
Forty Percent (40%) of a teacher's evaluation shall be based on observation and evidence collection related to teacher performance as articulated in the IDCS framework. Additional review of artifacts including student work, teacher reflections as well as planning documents, assessments, and evidences of student development will also be used to inform an evaluator of a teacher's performance.

The IDCS framework is the core document within the evaluation system and is used to help provide the context upon which a teacher's performance will be directly measured.

Goal Setting, Self-Assessment and Evidence Collection for the 40%
Supervisors will use the IDCS framework to focus evidence collection based on the timeline provided. Evidence should be collected and feedback should generate deep professional discussions relative to teacher goals and performance levels being observed. At the end of the year, supervisors will complete a collective review of all evidence collected to determine a score for each indicator and an overall rating of teacher performance and practice across all domains of the framework. These ratings will be applied to a summative score that will be determined based on the weighting described in the chart below. (Appendix doc, A)

Domain	Weighting
Domain 1 : Learning Environment	30%
Domain 2: Planning and Preparation for Student Learning	20%
Domain 3: Instruction for Active Learning	30%
Domain 4: Leadership and Professional Responsibilities	20%

Overview of IDCS Instructional Framework Domains and Indicators

Domain 1: Learning Environment	- Organizes Physical Space to promote learning - Fosters a safe and Respectful Environment using the Responsive Classroom techniques - Establishes a Culture that Maximizes Learning and Community (All School, Learning Buddies and Service Learning) - Manages Learning Environment Procedures - Maintains Appropriate Standards of Behavior
Domain 2: Planning and Preparation for Student Learning	- Draws upon knowledge of content areas, students' prior knowledge, cross disciplinary skills, to engage students purposefully - Selects or designs curriculum driven learning experiences that provide opportunities for students to think critically, creatively and problem solve. - Selects assessment strategies to monitor ongoing student progress. - Collaborates within and across grade levels
Domain 3: Instruction for Active Learning	- Integrates discipline specific knowledge and skills with a strong Arts focus using HOTS approach - Uses a variety of evidence-based instructional strategies to enable students to apply and construct new learning - Differentiates instruction to meet student learning needs - Varies the student and teacher roles to develop independence and interdependence with gradual release of responsibility in a multi-age classroom - Provides feedback to the students during and following instruction - Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks - Promote engagement in and shared responsibility for the learning process through student choice and input - Uses technology and multi-media resources strategically to promote content and skill development - Communicates the objective and the process for meeting the lesson expectations - Uses higher level questioning and discussion techniques that incorporate DOK - Uses a variety of assessments in instruction

Domain 4: Leadership and Professional Responsibilities	• Communicates with families about their students and the instructional program • Conducts self in accordance with CT Code of Professional Responsibility • Engages in opportunities to grow professionally and impact instruction, with peer observation and reflection of practice • Demonstrates awareness and respect of cultural, social and economic diversity • Gives student needs first consideration when making professional decisions • Uses a variety of tools to meet professional responsibility

The Observation Process

Research, such as the Gates Foundation's Measures of Effective Teaching Study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations do not have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers—it's the feedback based on observations that helps teaches to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore in the IDCS model:

Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative rating in a pre-existing district evaluation plan) during the 2014-2015 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2) (b) (2) in all other years, and shall complete one review of practice every year. See 2.9(c) for complete language.

Each teacher should be observed through both formal and informal observations as defined below.

▪ Formal: scheduled observations of practice that last at least thirty minutes and are followed by a post--observation conference, which includes both written

- and oral feedback. Teachers will submit a lesson plan to the evaluator before the pre-conference meeting.
- Informal: non--scheduled observations or reviews of practice (observations of grade level or department meetings, observations of coaching or mentoring other teachers, review of lesson plans or other teaching artifacts) that last at least ten minutes and are followed by written and/or oral feedback.
- All observations should be followed by feedback, either oral (example: a post--conference or conversation in the hallway) or written (example: via email, comprehensive write--up, or note in the teacher's mailbox), or both according to the IDCS timeline.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that at least one observation be unannounced.
- In order to best use IDCS resources and to ensure all teachers receive effective supervision and evaluation, the district has differentiated the number of observations by teacher group.
- In the 2015-2016, All non--tenured teachers will receive a minimum of three formal observations, two with a pre---conference. Teachers who had an effective or exemplary rating the previous year shall be evaluated with a minimum of 1 formal in-class observation, no less frequently than every 3 years and 3 informal observations in all other years.
- Teachers who receive a performance rating of below standard or developing receive a number of observations appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.
- One review of practice shall be completed every year by all teachers.

	Teacher Group	Observations
1	First and Second Year (Teachers enrolled in TEAM)	3 Formal Observations 2 with Pre--Conference Minimum of 3 Informal Observations and/or Artifact Review
2	Below Standard Developing First Year in IDCS (Not enrolled in TEAM)	3 Formal 2 with Pre--Conference Minimum of 3 Informal Observations 2with Pre-conferences
3	Effective Exemplary	1 formal observation, no less than every 3 years.

		3 informal observations in all other years. 2 of which must be in class observations.

Pre-Conferences and Post-Conferences

Pre--conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-- conferences are optional for observations except where noted in the requirements described above. A pre--conference can be held with a group of teachers where appropriate.

Post--conferences provide a forum for reflecting on the observation against the IDCS framework and for generating action steps that will lead to the teacher's improvement.

A good post-- conference:
Begins with an opportunity for the teacher to share his or her self---assessment of the lesson observed; Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus; involves written and verbal feedback from the evaluator; and occurs within the parameters defined herein.

Classroom observations provide the most evidence for Domains 1 and 3 (Learning Environment and Instruction for Active Learning) of the IDCS-EHED, but both pre-- and post—conferences
provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (lesson plans, reflections on teaching, evidence of student learning, etc.)

Non -Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four Domains of the IDCS-EHED, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to: reviews of lessons/unit plans and assessments, planning meetings, grade level or department meetings, professional learning community meetings, call logs or notes from parent--teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school--based activities/events.

Feedback

The goal of feedback is to help new teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of the IDCS framework;
- Prioritized commendation and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve his or her practice; and
- A timeframe for follow--up. Providing both oral and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Professional Growth Focus

Teachers are responsible for developing one Professional Growth Goal that is aligned to the IDCS-EHED. At the start of the year, each teacher will work with the evaluator to develop his or her practice and performance goal through mutual agreement. This goal will function as a focus for teacher practice, should have a clear link to student achievement and should move the teacher towards effective or exemplary on the IDCS-EHED. Schools may decide to create a school---wide goal aligned to a particular component (example: using questioning and discussion techniques) that all teachers will include as their goal.

Professional Development and Professional Learning Plans

Evaluation alone cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation--Based Professional Learning

In any sector, people learn and grow by honestly co--assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Using IDCS-EHED, every teacher will identify his or her professional learning needs in mutual agreement with his or her evaluator. This will serve as the foundation for ongoing conversations about the teachers' practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are noted through the evaluation process. The process may also reveal areas of common need

among teachers, which can then be targeted with school--wide professional development opportunities.

IDCS will collect and analyze collective teacher observation results to identify Professional Development needs ensuring Professional Development offerings are aligned with district instructional priorities.

CATEGORY 2: Peer Feedback (10%)
Ten percent of a teacher's evaluation shall be based on peer feedback, which is based on teacher practice as measured by one of the following: peer observations and reviews or peer focus groups. The goal of peer observation and feedback is to enhance teaching by encouraging reflection on practice. It is intended to help maintain and improve standards by spreading good practice, encouraging the exchange of ideas and providing opportunities for staff to learn about and discuss new approaches as well as to help teachers incorporate the tenets of IDCS into classroom practice.

Peer Research: Kelly Farrell Centre for the Study of Higher Education University of Melbourne Collegial feedback on teaching: A guide to peer review

Peer Observations:

In **peer observations and reviews** teachers will be surveyed as to what they would hope to view or visit. They will then be partnered with a colleague. The date and time of the observation will be mutually agreed upon. It is suggested that ½ hour observation time and ½ hour conference time be allotted to share and discuss; celebrations and considerations. After each observation, a collaborative meeting will take place between the observer and observee to discuss the components of the lesson and how it meets the SLOs, personal practice goal or the school's vision and tenets. Following the discussion the teacher will write a reflection piece to be submitted for end of the year conference. They will also complete a self-reflection rubric regarding their participation in the process. These will happen at two points in the year November and April.

or

Teachers can participate in **peer focus groups** in which they will collaborate in order to maximize student growth. This will take place on a professional development day. Teachers will be offered topical opportunities to enhance their knowledge by engaging in conversations and discussions with colleagues that may have a particular area of expertise. The goal would be to provide opportunities to have an exchange of ideas with colleagues to generate new ideas and have discussions about student academic growth. They will also complete a self-reflection rubric regarding their participation in the process.   These will happen at two points in the year November and April.

IDCS engages in an end of school year reflection component called a retreat. It will also be utilized as a forum for discussion and reflection of peer observations, reviews and focus group findings and reflections.

Peer Observation and Feedback reflection rating

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded the objective	Met the objective	Partially met the objective	Did not meet the objective

Student Outcomes Related Indicators
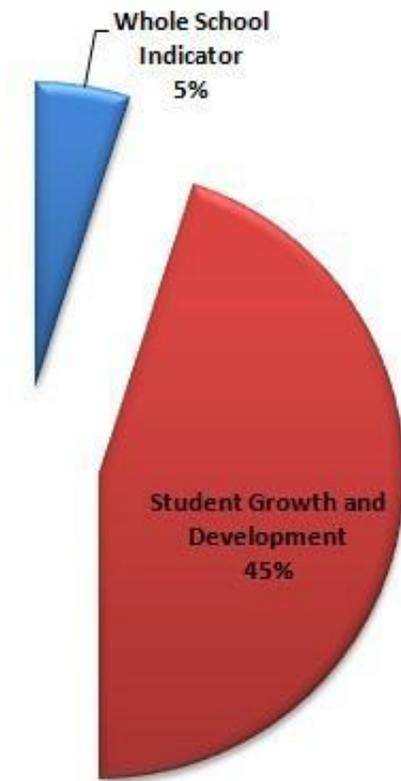
Outcomes Rating
The outcomes rating will be measured based on results associated with student achievement on a combination of standardized and local assessments and whole school learning indicators. These two categories of performance evaluation will constitute the remaining 50% of a teacher's overall rating.

Category 3 - Student Learning Measure 45%
Every teacher's students, individually and as a group, are different from every other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other localities around the nation, has selected a goal-setting process called Student Learning Objectives (SLO's) as the approach for measuring student growth during the school year.

Teachers at IDCS will use the planning cycle described below to set goals for students learning, monitor student progress, and assess student outcomes.
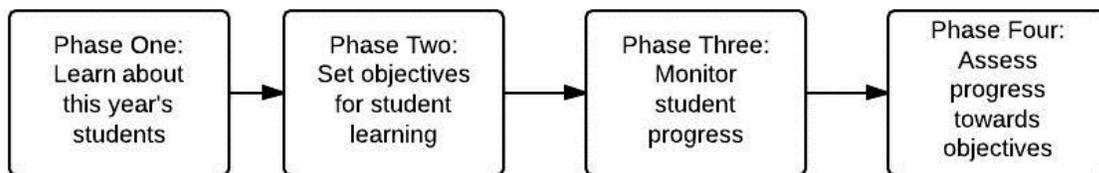
SLO Phase 1: Learn about this year's students
Once teachers know their roster, teachers will gather available data, allowing them to establish a baseline of student skills and abilities. Teachers may review prior year testing data, early fall diagnostic assessments, reviews of student work, student IEP plans and other indicators of student learning.

SLO Phase 2: Set Student Learning Objectives
Each teacher through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD).
Each teacher will choose one of the following options:
1. One student Learning Objective with two indicators, at least one of these indicators will be a standardized assessment that shows progress over time, if available. At least one of these IAGD's must be a non-standardized indicator. (performance or portfolio rated against a rubric)
2. Two SLO's with one indicator each. At least one of these indicators will be a standardized assessment if available, that shows growth over time. At least one of these IAGD's must be a

non-standardized indicator. (performance or portfolio rated against a rubric)

These indicators of growth need to show progress over time. They may be a standardized assessment, such as Pre DRP, DRP, DRA, Moby Max, Spelling Inventory, Signposts. They may also be other assessments that are given multiple times to show progress. These SLOs and IAGDS will be chosen with mutual agreement by teacher and administrator.

To create SLO's teachers will follow these four steps:
- Step One: Decide on student learning objectives.
- Step Two: Select indicators of Academic Growth and Development (IAGD'S)
- Step Three: Provide additional information
- Step Four: Submit SLO to Evaluator for approval

SLO	SLO 1	SLO 2

IAGD #1	IAGD #2	IAGD #1	IAGD #2
Options 1		Option 2	
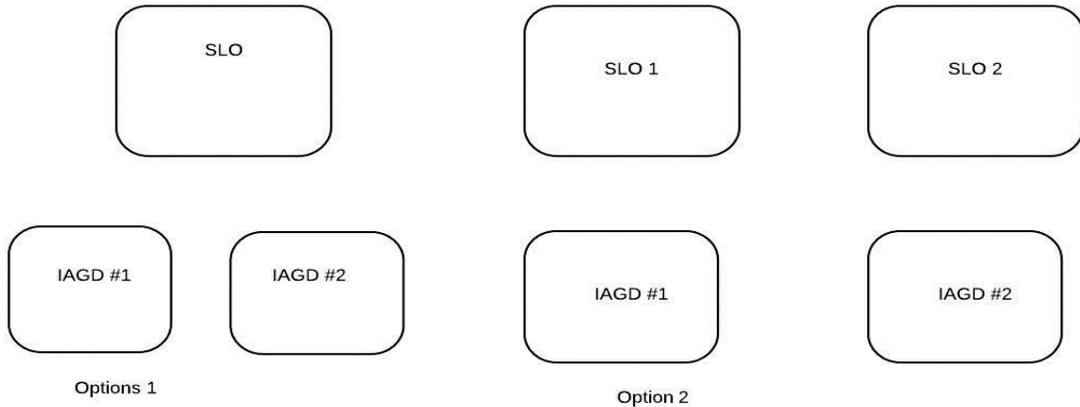
Step One: Decide on Student Learning Objectives
The objectives will:
- Be broad
- Address a central purpose of the teacher's assignment
- Pertain to a large proportion of students
- Reflect high expectations
- Demonstrate at least a year's worth of growth
- Align to relevant, national (e.g. Common Core) or district standards
- Might aim for content mastery or it might aim for skill development

Teachers are encouraged to collaborate with grade-level and/or subject matter colleagues in the creation of SLO's. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

A **standard assessment** is characterized by the following attributes:

- Administered and scored in a consistent or "standard" manner
- Aligned to a set of academic or performance standards
- Broadly administered (e.g. nation or state wide)
- Commercially produced
- Often administered two or three times per year

Examples may include but are not limited to:

DRA   DIBELS   DRP   MOBY MAX
 Spelling Inventory   Signposts   Pre-DRP

Non-standard assessments are usually developed by a teacher or group of teachers as opposed to an outside group. They are designed to assess student learning over a period of time or after a particular unit of study. They may include: Rubrics, Identical units of assessment or Fact fluency tests.

The following are examples of Student Learning Objectives based on Student Data:

Teacher Category	Student Learning Objective
Fourth Grade Reading	My students will improve mastery of reading comprehension.
Eighth Grade Science	My students will master critical concepts of science inquiry

Step Two: Select indicators of academic growth and development (IAGD's)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target that will demonstrate whether the Student Learning Objective was met. Each SLO must include at least one indicator. Each indicator should make clear:

1. Evidence to be examined
2. Level of performance targeted
3. Proportion of students projected to achieve the targeted performance level

Indicators can also address student subgroups, such as high or low performing students or ELL students. Teachers with similar assignments may use the same evidence for their

indicators, but will set individual targets. SLO indicators would provide evidence that the objective was met. The table below will provide examples of indicators that might be applied to SLO examples.

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well grounded writing for a variety of purposes and audiences	By May 15th • Students who scored 0-1 out of 12 on pre assessment will score 6 or better • Students who scored 2-4 will score 8 or better • Students who scored 5-6 will score 9 or better • Students who scored 7 will score 10 or better
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	By June IAGD#1 Students will increase their attitude towards reading by at least 7 pts. From baseline on the full scale score of the Elementary Reading Attitude Survey. IAGD#2 Students will read instructional level text with 95% or better accuracy on the DRA Grade 1 expected outcome- Level 14-16 Grade 2 Expected outcome Level 22-24

Step Three: Provide Additional Information

During the goal setting process, teachers and evaluators will document the following:
- o The rationale for the objective, including relevant standards
- o Timeline/scoring plans for the indicators
- o The baseline data that was used to set the IAGD
- o Interim assessments the teacher plans to use to gauge students' progress toward the SLO
- o Any training or support needed to help the teacher meet the SLO

Step Four: Submit SLO to Evaluator for Approval

After collaboration with the teacher, the evaluator must formally approve all SLO proposals. The evaluator discusses their feedback with the teacher during the fall goal setting conference. SLO's that are not approved must be revised and resubmitted to the evaluator within ten days. If consensus cannot be met, Union president and a neutral administrator will help establish an agreed upon goal.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Indicators
Objective is deeply relevant to the teacher's assignment.	Indicators provide specific measurable evidence , over an established period of time.	Objective and indicators are attainable but ambitious, and represent appropriate student growth over an established period of time.

SLO Phase 3: Monitor Student Progress

Once SLO's are approved Teachers will monitor student progress toward the objective. If necessary the SLO's can be adjusted during the mid-year conference between the evaluator and the teacher. For example teachers may choose to:
- Examine student work products
- Administer interim assessments
- Track student accomplishments and challenges
- Share interim findings with colleagues
- Keep evaluator apprised of progress

SLO Phase 4: Assess Progress Towards Goals

Evidence pertinent to the indicator will be submitted based on the timeline. Additionally, teachers will submit a self-assessment, which reflects on the SLO outcomes by responding to the following four statements:
- Describe the results and provide evidence for each indicator
- Provide your overall assessment of whether this objective was met
- Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO; Exceed (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

Rating	Description
Exemplary (4)	> 100% of target
Effective (3)	85% - 100% of target
Developing (2)	70% - 84 % of target
Below Standard(1)	< 69% of target

Category 4: Student Feedback (5%)
Five percent of a teacher's evaluation shall be based on student feedback. IDCS will define and communicate a Whole School Learning Indicator that is based on an area of need identified by the National School Climate Center-Comprehensive School Inventory to which all certified staff will be held accountable.   Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Rating	Description
Exemplary (4)	> 100% of target
Effective (3)	85% - 100% of target
Developing (2)	70% - 84 % of target
Below Standard (1)	< 69% of target

IV. Summative Teacher Evaluation Rating

Rating Scale

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories. Every teacher will receive one of four performance ratings: Exemplary, Effective, Developing, or Below Standard based on the total number of points accumulated in the four categories.

Teacher Practice/Student Growth Indicator Points	Teacher Evaluation Rating
326--400	Exemplary
251 – 325	Effective
176 – 250	Developing
100--175	Below Standard

The rating will be determined using the following steps:
1. Calculate a Teacher--Practice Rating by combining the Observation of Teacher Performance and practice Score and the Peer Feedback score.
2. Calculate a Student Related Indicators score by combining the Student Growth and Development score and the Whole School Learning score.
3. Use chart above to determine teacher evaluation rating.

Adjustment of Summative Rating

Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments will inform goal setting in the new school year.

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary.   Teachers are required to be effective within two years of being evaluated using this plan.

A teacher shall be determined to be ineffective if they have a summative rating of Developing or Below Standard after one year of being evaluated with this plan and may be placed on an individual improvement plan.

After one year of participating in this plan a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of being on an improvement plan may be placed on an additional year. At which time the IDCS peer Review Panel in conjunction with administrators will participate in observation and assist and monitor progress. Any teacher placed on an improvement plan for two consecutive years without achieving proficient status may be terminated.

Four Level Matrix Rating System

	Teacher	Practice	Related	Indicators	Rating
		4	3	2	1
Student	4	Rate Exemplary	Rate Exemplary	Rate Efficient	Gather Further Information
Outcomes					
Related	3	Rate Exemplary	Rate Efficient	Rate Efficient	Rate Developing
Indicators	2	Rate Efficent	Rate Efficient	Rate Developing	Rate Developing
Rating	1	Gather Further Information	Rate Developing	Rate Developing	Rate Below Standard

V. Teacher Assistance program

Teacher Improvement and Remediation Plan

Teachers whose summative evaluation ratings are 'Developing' or 'Below Standard' will be required to work with their local association president (or designee) and evaluator (or designated Professional Growth Plan Developer) to design a growth plan that addresses identified deficiencies.

The plan must include the following components:
1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated "developing" or "below standard."
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve the domain.
7. *Support and Resources*: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. .
8. *Indicators of Progress*: How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written according to the format in Appendix : Form 2 , and signed by the teacher, local association president or designee, and evaluator or designee. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be kept confidential.

Timeframe for Improvement

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one additional year to achieve a proficient rating
Developing	360 days (two years) to achieve a proficient rating
Proficient	N/A
Exemplary	N/A

VI. Evaluation and Appeal Process

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to Peer Review Committee for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

Dispute Resolution

The purpose of the resolution process is to secure at the lowest possible administrative level equitable solutions or disagreements, which from time to time may arise, related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluates.

The resolution process may be implemented when there is a question as to whether or not:
1. Evaluation procedures and /or guidelines have been appropriately followed;
2. Adequate data has been gathered to support fair and accurate decisions. The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

NOTE: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with evaluator with the object of resolving the matter informally.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal. Failure of the evaluatee at any level to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

A Peer Review Committee will be established, composed of teachers and administrators from the school; all those interested in serving on the Peer Review Committee will submit an application to their bargaining unit, and be selected by that unit. All who are accepted onto the Review Committee will have evaluation ratings of at least proficient or higher in the year prior to their appointment to the committee. (Appendix Form 5)

Any dispute that cannot be resolved at the local level can be filed with the Review Committee for resolution through a hearing. The dispute will be heard by a Hearing Committee, whose members will be selected from the Review Committee specifically to hear the dispute. The Hearing Committee members may not include either of the parties involved in the dispute. The Hearing Committee *must* come to a resolution for the dispute.

The Peer Review Committee has established processes and guidelines for selection of members for the Appeal and Hearing Committees, training required to serve, timelines for service on the committee, and timelines for submitting and resolving a dispute.

The resolution process shall be conducted in accordance with the law governing confidentiality.

Educator Evaluation Appeal Procedure

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process.

To initiate an appeal, either party must submit Appeal Worksheet (Appendix Form 6) to both of the Appeal Committee Co-Chairpersons. Within three (3) school days of receipt of the appeal, the Appeal Committee Co-Chairpersons will send copies of the appeal to the other party. Using Appeal Form 7, the Appeal Committee Co-Chairpersons will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal.

When an appeal is brought to the Appeal Committee Co-Chairpersons, the following will occur:

> The IDCS Hearing Committee, consisting of four (4) members chosen from the larger Peer Observation Committee, including one of the co-chairpersons, will meet with both parties simultaneously. The Hearing Committee will consist of 3 teachers and 1 administrator.

Procedures

NOTE: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter formally.

Procedures for Conducting an Appeal Hearing
1. Chair will convene meeting.
2. Chair will introduce all participants (if necessary).
3. Chair will explain purpose of appeal (facilitate resolution of conflict and guarantees to the rights of due process in resolving conflicts).
4. Chair will review procedures to be followed.
5. Chairperson will conduct the meeting. All statements or requests to question must be addressed to the chair.
6. The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the Appeal.
7. The initiator of the appeal will present his/her position(s).
8. The chair or members of the hearing committee will address any clarifying questions to the initiator of the appeal.
9. The second party in the appeal procedure will present his/her position(s).
10. The chair or members of the hearing committee will address any clarifying questions to the second party.
11. The chair will allow each party to make a concluding statement.
12. The committee will recess to formulate a resolution.
13. A written document outlining the resolution will be delivered to both parties within five (5) school days of the appeal hearing. (Appendix Form 8)

Both parties involved in the hearing may be accompanied by the respective association representatives of their choice.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

VII. Linking Evaluation and Professional Learning

Evaluation-Based Professional Learning

As our core values indicate, IDCS believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.
(Replace with description of our evaluation model)

IDCS Plan: Aligning Standards and Processes:
- ***Evaluation is a teacher-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by a teacher, and not a thing done to a worker" (Peterson, 2000, p. 5).
  - Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. *[Standards: Learning Communities; Data; Outcomes]*
    - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
    - Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
  - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
    - Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success

through rich professional conferences and conversations. *[Standards: Leadership; Resources]*
- Our school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
- Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
- Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
  - The needs of veteran and novice teachers are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources]*
  - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership]*

Career Development and Professional Growth

IDCS will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Proficient or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to IDCS; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

Appendix A:

Domain 1: Learning Environment				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
1a. Organizes Physical Space To Promote Learning	Optimizes the physical arrangement and organization of the environment to enhance student learning.	Organizes the physical arrangement and the environment to support student learning.	Use of the physical arrangement and organization of the environment may impede student learning.	Use of the physical arrangement and organization of the environment impedes student learning.
	Ensures students have access to a variety of clearly identified materials and resources.	Provides access to materials and resources.	Provides inconsistent access to materials and resources.	Provides little or no access to materials and resources.
1b. Fosters a Safe and Respectful Environment using Responsive Classroom Techniques	Promotes an environment in which productivity, risk---taking and learning are expected and ongoing.	Provides an environment that demonstrates a community in which productivity, risk---taking and learning are evident.	Allows the learning environment to demonstrate inconsistent evidence of productivity, risk---taking and learning.	Allows an unproductive learning environment.
	Promotes relationships within the learning environment that consistently demonstrate respect and sensitivity to diversity and levels of development, using Responsive Classroom..	Provides an environment where respect and sensitivity to diversity and levels of development are evident, using Responsive Classroom.	Allows an environment where respect and sensitivity to diversity and levels of development are not consistently evident. Little evidence of Responsive Classroom	Demonstrates indication of respect and sensitivity to diversity and levels of development. No evidence of Responsive Classroom techniques.

Domain 1: Learning Environment, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
1b. Fosters a Safe and Respectful Environment, continued	Actively seeks to build a high level of rapport with all members of the learning community. Participates in Learning Buddies, All School and Service Learning.	Seeks to build rapport with members of the learning community. Participates in Learning Buddies, All School and Service Learning.	Inconsistently seeks to build rapport with members of the learning community.	Does not seek to build rapport with members of the learning community.
1c. Establishes a Culture That Maximizes Learning	Promotes a learning environment that consistently demonstrates high expectations for all students.	Provides a learning environment with high expectations for all.	Allows a learning environment with inconsistent expectations for students.	Allows a learning environment with low expectations for students.
1d. Manages Learning Environment Procedures	Consistently implements clear routines and procedures to maximize instructional time.	Provides clear routines and procedures that lend themselves to maximizing instructional time.	Provides inconsistent routines and procedures, impacting instructional time.	Provides routines and procedures that result in a loss of instructional time.
1e. Maintains Appropriate Standards of Behavior	Promotes high expectations for behavior and logical consequences are applied.	Provides expectations for behavior and logical consequences are established and reinforced.	Provides expectations for behavior and logical consequences are established but inconsistently reinforced.	Provides low expectations for behavior and inconsistent consequences and rewards are evident.
	Actively monitors and promotes a safe learning environment.	Provides a physically safe learning environment.	Allows unsafe elements in the learning environment.	Contributes to an unsafe learning environment.

Domain 2: Planning & Preparation for Student Learning				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
2a. Draws upon knowledge of content areas, students' prior--- knowledge, cross---disciplinary skills, (including technology) to engage students purposefully	Uses specific understanding of content, multiple sources of student performance data to determine individual learning needs, and to plan instruction.	Uses understanding of content and student skill level and prior knowledge to plan instruction.	Uses general understanding of the content and student prior knowledge to plan instruction.	Uses general understanding of the content to plan instruction.
	Instructional plans incorporate a variety of strategies that appropriately challenge all students including differentiation of lesson content, process for developing understanding, and/or products to examine student learning.	Instructional plans incorporate strategies for differentiation, yet the differentiation of lesson content, process for developing understanding and/or products to examine student learning may not provide an appropriate level of challenge for all students.	Instructional plans include limited differentiation and may not ensure that instruction is at an appropriate level of challenge for all students.	Instructional plans are generally not differentiated or at an appropriate level of challenge.
Structures lessons for Global connections	Plans to include multiple resources that support student's learning and helps make connections within and among content areas.\n\nPlans to promote student inquiry of how the content relates to the real world.	Plans to include multiple resources that support student's learning and helps make connections within other content areas and to the real world.	Plans to provide opportunities for connections to other content areas or to the real world.	No connection between content areas or to the real world.

Domain 2: Planning & Preparation for Student Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
2b. Selects or designs curriculum---driven learning experiences that provide opportunities for students to think critically, creatively, and problem solve.	Designs curriculum driven learning experiences that: • Appropriately challenge students. • Promote both their independence and interdependence. • Consistently incorporate higher level learning of content, skills, or concepts to actively engage students to think critically, creatively.	Designs curriculum driven learning experiences that: • Incorporate higher level of learning of content skills or concepts to actively engage students to think critically, creatively, and problem solve.	Designs curriculum driven learning experiences that: • Include some tasks that reach high levels of knowledge, but still may not provide opportunities for discourse and/or exploration.	Designs curriculum driven learning experiences that are not rigorous and only represent low levels of knowledge
	This will be demonstrated by: using strategic questions for discourse or inquiry based learning • Anticipating and teaching to concept misunderstanding. • Making interdisciplinary connections.	This will be demonstrated by: using strategic questions for discourse or inquiry based learning • Anticipating and teaching to concept misunderstanding. • Making interdisciplinary connections		

Domain 2: Planning & Preparation for Student Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
2c. Selects assessment strategies to monitor ongoing student progress	Assessments are fully integrated into planning and instruction.	Assessments are clearly aligned with instructional outcomes and results are used to inform planning.	Assessments are somewhat aligned with instructional goals but assessments are rarely used to inform planning.	Assessments are not aligned with instructional goals and are lacking in criteria through which student performance will be assessed.
	A variety of assessment tools and strategies appropriate to individual student needs are designed or selected to monitor and evaluate learning throughout the learning plan.	A variety of assessment tools and strategies aligned to curriculum and content standards are designed or selected to monitor and evaluate students' learning, individually and as a class.	Assessments are selected that are aligned to curriculum and learning outcomes to monitor student progress.	Single measure assessments are selected that may or may not measure criteria and outcomes of the unit related to learning goals.
	Strategies are planned to engage students in using assessment criteria to reflect, self assess and monitor their own progress over time.	Plans include opportunities for students to participate in developing assessment criteria and use it to assess their own work. Assessment criteria are clearly written.	Plans include providing students with information about their current progress, including strengths and areas of need. Assessment criteria are provided but unclear.	

Domain 3: Instruction for Active Learning				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3a.Integrates discipline---specific knowledge and skills	Understands and applies the central concepts, essential skills, and tools of inquiry in the subject matter	Understands and applies the central concepts, essential skills, and tools of inquiry in the subject matter	Demonstrates knowledge of the concepts and skills of the subject matter	Demonstrates limited knowledge of the concepts and skills of the subject matter.
	Engages students in rigorous and relevant learning experiences that make the content meaningful and accessible for all.	Engages students in relevant learning experiences.	Generally engages students in learning.	Few students are engaged or challenged by the learning activities.
3b. Uses a variety of evidence---based instructional strategies to enable students to apply and construct new learning	Employs a variety of evidence---based instructional strategies that engage students and make learning relevant. With a strong arts focus.	Employs evidence---based instructional strategies that engage students and make learning relevant. With some arts focus.	Uses instructional strategies that engage students. With minimal arts focus.	Narrows student learning through selection of instructional strategies. No arts focus evident.

Domain 3: Instruction for Active Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3b. Uses a variety of evidence---based instructional strategies to enable students to apply and construct new learning (continued)	Provides ample opportunities that enable students to think critically and problem---solve.	Provides opportunities that enable students to think critically and problem--- solve.	Provides opportunities for students to practice concepts and skills taught.	Limited opportunities for students to practice concepts and skills taught.
	Encourages students to pursue their own inquiries and interests to construct new meaning.			
3c. Differentiates instruction to meet student learning needs within the multi-age classroom.	Provides instruction based on students' individual learning needs for support and enrichment.	Provides instruction based on students' individual learning needs. Routinely provides supplemental intervention.	Provides differentiated instruction based on summative data and students' general learning needs.	Provides instruction predominantly in whole---group arrangements. Differentiation is limited to providing more time and or lowering expectations.
	Includes the use of flexible grouping.	Includes the use of flexible grouping.	Instructional groupings are stagnant.	Instructional groupings are stagnant.
	Varies assignment based on student interest and motivation. Students have input and choice.	Varies assignment. Some input and choice by students.	Modifies assignments by length. Minimal student input and choice.	No student input or choice visible.

Domain 3: Instruction for Active Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3c. Differentiates instruction to meet student learning needs (continued)	Varies content, process, and assessment.	Varies content, process, and assessment.		
	Uses current and multiple sources of data to plan for instruction.	Uses current data to plan for instruction.		
			Support is not provided in a systematic or routine manner.	Academic support is provided solely by others.
3d. Varies the student and teacher roles to develop independence and interdependence with gradual release of responsibility	Provides opportunities for students to work individually and collaboratively to analyze, question, and construct new learning.	Provides opportunities for students to collaborate to discuss and apply skills and concepts presented.	Provides opportunities for questioning or clarification of content to discuss concepts presented.	Primarily directs students through learning activities.
	Provides opportunities for students to develop and facilitate individual and collaborative learning experiences.	Provides opportunities for students to take responsibility for some learning tasks.	Provides opportunities for students to take responsibility for non---instructional tasks.	Teacher takes responsibility for instructional and non---instructional tasks.

Domain 3: Instruction for Active Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3e. Provides feedback to the students during and following instruction	Timely feedback------both oral and written------is an integral part of daily instructional practice; by design, feedback is criterion---referenced when applicable, reinforces effective practices, leads to understanding, and challenges students to extend thinking and/or revise work.	Feedback is timely and specific as well as criterion referenced, however, it tends to omit either the reinforcement of effective practice or the challenge to improve practice.	Consistent and accurate feedback is provided, but is often untimely or too general in nature.	Feedback, when provided, may be norm---referenced, insufficient in quantity, inaccurate, and/or untimely.
3f. Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks	Teacher seizes "teachable moments," building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address misunderstandings.	Teacher draws upon formal and informal data points to make instructional adjustments during and between lessons.	Teacher makes minor or superficial instructional adjustments based on evidence of poor student understanding or students' level of interest.	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.
	Teacher persists in seeking effective approaches for students who need help.	The teacher makes timely decisions about whether differentiation of instruction is needed.	Adjustments tend to be whole group in nature rather than addressing the needs of small groups or individuals.	When students experience difficulty, the instructional adjustments do not fully address lack of comprehension.

		Domain 3: Instruction for Active Learning, Cont.		
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3g. Promotes engagement in and shared responsibility for the learning process	Students are intellectually engaged with and reflect upon their learning.	Most students are intellectually engaged with teacher scaffolding to support that engagement.	Few students are intellectually engaged.	Most students are not intellectually engaged.
	Well designed and challenging activities, resources, and instructional groups are fully aligned with the instructional outcomes and suitable scaffolded by the teacher.	Activities, resources, and instructional groups are aligned with the instructional outcomes and are designed to challenge student thinking.	Activities, resources, and instructional groups are partially aligned with the instructional outcomes but require only minimal thinking by students.	Activities, resources, and instructional groups are poorly aligned with the instructional outcomes.
	In addition, there is evidence of student initiation of inquiry, and exploration of important content.			

Domain 3: Instruction for Active Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3h. Uses technology and multi---media resources strategically to promote content and skill development	Regularly integrates use of technological and multi---media resources to encourage students to work independently and collaboratively and to engage them in problem solving and critical thinking activities.	Promotes and models the use of technology and multi---media resources to help students analyze, interpret, and communicate information in order to demonstrate and apply learning.	Use of technology and multi---media resources is evident but is limited to accessing, organizing, and presenting information rather than focusing upon critical thinking and problem solving.	Use of technology and multi---media resources is not evident.
	Requires evidence that students are critical consumers of information accessed through a variety of media formats.	Provides guidance for students to be critical consumers of information accessed through a variety of media formats.	Teacher acknowledges the importance of being a critical consumer of information accessed through a variety of media formats but does not provide instruction or opportunities for practice in doing so.	Students do not access or deliver information or demonstrate knowledge or skills using technology or multi---media as the vehicle.

Domain 3: Instruction for Active Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3i. Communicates the objective and the process for meeting the lesson expectations	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.	Teacher attempts to explain the instructional purpose with limited success, and/or directions and procedures must be clarified after initial student confusion.	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing.
	Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	Teacher's spoken and written language is clear, correct and is appropriate to the students' ages and interests.	Teacher's spoken or written language unclear or not fully appropriate to the students' ages or backgrounds.	The teacher's spoken or written language is inappropriate, vague, or used incorrectly, leaving students confused.
3j. Uses questioning and discussion techniques	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta--cognition.	While the teacher may use some low---level questions, he or she poses questions to students designed to promote student thinking and understanding.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	Teacher's questions are of low cognitive challenge, single correct responses, and/or asked in rapid succession. Interaction between teacher and students is predominantly recitation style

Domain 3: Instruction for Active Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3j. Uses questioning and discussion techniques (continued)	Students themselves ensure that all voices are heard in the discussion.	Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard	Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	A few students dominate the discussion.
	Students formulate many questions, initiate topics and make frequent and relevant contributions.	Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping side when appropriate.	The teacher attempts to frame some question designed to promote student thinking and understanding, but only a few students are involved.	
3k. Uses assessment in instruction	Students are aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self---assess and monitor their progress.	Students appear to be aware of the assessment criteria; some of them engage in self--- assessment.	Students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work.	Students do not appear to be aware of the assessment criteria and do not engage in self- --assessment.
	Questions, prompts, and/or assessment are used regularly to determine evidence of learning by individual students.	Questions, prompts, and/or assessments are used to determine evidence of learning.	Questions, prompts, and/or assessments are rarely used to determine evidence of learning.	

Domain 3: Instruction for Active Learning, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
3k. Uses assessment in instruction (continued)	Assessment is fully integrated into instruction, through extensive use of formative assessment.			

Domain 4: Leadership & Professional Responsibilities				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
4a. Collaborates with colleagues to develop and sustain continuous instructional improvement	Demonstrates leadership in developing and sustaining school improvement.	Consistently works to develop and sustain grade or course level improvement.	Participates in required activities to develop and sustain grade or course level improvement.	Inconsistently participates with colleagues in developing and sustaining improvement.
	Actively collaborates with stakeholders to meet students' individual learning needs.	Collaborates with stakeholders to meet students' individual learning needs.	Participates with colleagues in collaborative settings.	Rarely participates and/or their participation impedes the collaborative process.

	Conducts themselves with professionalism and civility at all times.	Consistently demonstrates professionalism and civility.	Inconsistently demonstrates among stakeholders regard for professionalism and civility.	Does not conduct themselves with conduct and professionalism.
	Collaborates and contributes to a positive school climate. Supports and promotes Responsive classroom strategies.	Contributes to positive school climate. Supports Responsive classroom strategies.		
4b. Communicates with families about their students and instructional program	Effectively uses formal and informal systems that support frequent, proactive, and personalized communication with families/guardians about student performance.	Makes frequent formal and informal attempts to communicate with families about student performance and learning.	Makes inconsistent attempts to communicate with families about student performance and learning.	Rarely communicates with families/guardians about student performance.

Domain 4: Leadership & Professional Responsibilities, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
4c. Conducts self in accordance with Connecticut Code of Professional Responsibility	Consistently models professional conduct as well as commitment and responsibility to the student, the profession, and the community as identified in the Connecticut Code of Professional Responsibility.	Demonstrates compliance and commitment to the responsibilities outlined in the Connecticut Code of Professional Responsibility.	Demonstrates some compliance with the responsibilities outlined in the Connecticut Code of Professional Responsibility.	Demonstrates little compliance with the responsibilities outlined in the Connecticut Code of Professional Responsibility.
4d. Engages in opportunities to grow professionally and impact instruction	Pursues various professional learning opportunities and consistently applies new skills.	Engages in provided professional development, and pursues professional learning opportunities, and frequently applies or shares knowledge.	Attends and participates in provided professional development and may apply or share knowledge.	Does not actively participate in provided professional development.
	Engages in reflection and self-‐‐evaluation and uses this to improve instruction. Participates actively in peer observation and reflection process.	Teacher regularly seeks and utilizes supervisor and colleague feedback to improve instruction. Participates in peer observation and reflection process.	Teacher occasionally utilizes feedback from supervisor. Does not always participate in peer observation and reflection process.	Teacher may not accept and/or apply feedback from supervisor. Does not participate in peer observation and reflection process.
	Takes on leadership roles and shares knowledge and participates in collegial discourse.	Frequently takes the lead in collegial discourse and shares knowledge.	Sometimes participates in collegial discourse.	Does not participate in collegial discourse.

Domain Leadership & Professional Responsibilities, Cont.				
Indicators	**Exemplary**	**Effective**	**Developing**	**Below Standard**
4e. Demonstrates awareness and respect of cultural, social, and economic diversity	Provides leadership by modeling an awareness and acceptance of cultural, social, and economic diversity through all interactions.	Consistently demonstrates awareness and acceptance of cultural, social, and economic diversity through interactions.	Inconsistently demonstrates awareness of cultural, social, and economic diversity.	Rarely demonstrates awareness of cultural, social, and economic diversity.
4f. Gives student needs first consideration when making professional decisions	Routinely makes decisions that put student needs first.	Frequently makes decisions that put student needs first.	Occasionally makes decisions that put student needs first.	Teacher makes decisions that are self---serving and/or do not keep student needs in mind.
4g. Uses a variety of tools to meet professional responsibilities	Exhibits mastery of technology and other tools required for his or her professional role.	Exhibits competence and effective use of technology and other tools required for his or her professional role.	Exhibits competence in some of the technology and other tools required for his or her professional role.	Exhibits little competence with technology and other tools required for his or her professional role.
	Provides support to peers in use of technology and other tools.	Provides some support to peers in use of technology and other tools.		
	Seeks out new technologies and ways to utilize current technology and tools.			

Appendix B:

Crosswalk of IDCS Instructional Framework for Teaching to Connecticut's Common Core of Teaching

CCT Domain	Teacher Performance Standard	IDCS Domain	IDCS Indicator
Domain 1	1. Demonstrating proficiency in reading, writing, and mathematics skills	3	1
		2	1
Domain 1	2. Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards	3	1
		2	1
Domain 1	3. Using developmentally appropriate verbal, non-verbal and technological communications	3	5, 8, 9, 10
		2	1
Domain 1	4. Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community	3	8
		4	2, 7
		2	1
Domain 1	5. Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting	3	1,2
		2	1
Domain 1	6. Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations	3	1,2
		2	1
Domain 2	1. Creating a class climate that is responsive to and respectful of the learning needs of	3	3

	students with diverse backgrounds, interests and performance levels		
		4	5, 6
Domain 2	2. Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries	3	7, 10
		1	2, 3
		2	2
Domain 2	3. Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	3	3, 4, 5
		1	2
Domain 2	4. Fostering appropriate standards of behavior that support a productive learning environment for all students	3	4, 11, 7
		1	2, 3, 4
Domain 2	5. Maximizing the amount of time spent on learning by effectively managing routines and transitions	3	2, 4, 6, 7
		1	4

CCT Domain	Teacher Performance Standard	IDCS Domain	IDCS Indicator
Domain 3	1. Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs	3	3, 6
		2	1
Domain 3	2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline	3	2, 3, 6, 7, 9
		2	1
Domain 3	3. Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions	3	9, 10
		2	2
Domain 3	4. Selecting appropriate assessment strategies to monitor ongoing student progress	3	11, 3, 6
		2	3
Domain 3	5. Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems	3	2, 3, 7, 8, 10
		2	2
Domain 3	6. Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible	3	2, 6
		2	1
Domain 3	7. Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond	3	3, 6

	to primary instruction alone		
		2	2, 3
Domain 3	8. Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning	3	4, 7, 8, 10
		2	1, 2
Domain 3	9. Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills	3	1, 2, 3, 7
		2	1

CCT Domain	Teacher Performance Standard	IDCS Domain	IDCS Indicator
Domain 4	1. Using a variety of evidence-based strategies to enable students to apply and construct new learning	3	2
		2	3
Domain 4	2. Using technological and digital resources strategically to promote learning	3	8
		4	7
		2	1
Domain 4	3. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning	3	10
		2	1, 2
Domain 4	4. Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students	3	4
		2	3
Domain 4	5. Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents	3	3
		2	1, 2, 3
Domain 4	6. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks	3	6
		2	3
Domain 4	7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance	3	5
		2	1

CCT Domain	Teacher Performance Standard	IDCS Domain	IDCS Indicator
Domain 5	1. Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills	3	10, 11
		2	3
Domain 5	2. Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn	3	3, 6, 10, 11
		2	3
Domain 5	3. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time	3	6, 10, 11
		2	3
Domain 5	4. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress	3	
		4	1
Domain 5	5. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning	3	5, 11
		2	3
Domain 5	6. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators	3	5, 9
		4	1, 2
	7. Understanding the role that lack of opportunity to learn, lack of effective	3	

Domain 5	instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences		
		1	2, 3
Domain 5	8. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	3	3, 6
		2	3

CCT Domain	Teacher Performance Standard	IDCS Domain	IDCS Indicator
Domain 6	1. Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning	4	1, 2, 4
Domain 6	2. Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students	4	4
Domain 6	3. Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate	4	1
Domain 6	4. Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement	4	1
Domain 6	5. Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions	4	1
Domain 6	6. Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning	3	5
		4	2, 5
Domain 6	7. Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process	4	3
Domain 6	8. Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues	4	5
Domain 6	9. Using communication technology in a professional and ethical manner	3	5
		4	2, 3

Domain 6	10. Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects	4	1, 2, 3
Domain 6	11. Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators	4	3

Appendix C:

State Law Guiding Educator Evaluation

The *IDCS Teacher Professional Growth and Evaluation Plan* was developed in accordance with CT SB 458 and based upon the guidelines set forth by the Connecticut Performance Evaluation Advisory Council (PEAC).

Connecticut SB 458 can be accessed at the following website:

www.cga.ct.gov/2012/TOB/S/2012SB---00458---R00---SB.htm

The State guidelines can be accessed at the following website:

http://www.connecticutseed.org/?page_id=475

http://www.connecticutseed.org/?page_id=475

http://www.connecticutseed.org/?page_id=475

The *IDCS Teacher Professional Growth and Evaluation Plan* is also aligned to the Connecticut Common Core of Teaching (CCT).

The CCT can be accessed at the following website:

http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862

Appendix D: Forms

Form A: Indicators of Academic Growth & Development
Goal Setting

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:
Standardized Assessment	Non---Standardized Assessment	

Student Learning Objective (SLO)	
# of Students Covered by SLO	% of Students Covered by SLO
Rationale for Objective	
Indicator(s) for Academic Growth and Development (IAGD)	
Baseline Data/Background Information	
Strategies/Actions to Achieve this SLO	
Interim Assessments	
Data Collection/Assessment of Progress Toward Achieving the SLO	

Professional Learning/Support	

Priority of Content Objective is deeply relevant to teachers' assignment and addresses a large proportion of his or her students. *Comments:*	Acceptable	Unacceptable
Quality of Indicators Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. *Comments:*	Acceptable	Unacceptable
Rigor of Objective Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction) *Comments:*	Acceptable	Unacceptable

Signatures (to be completed after discussion of SLO)		
Revisions Required Resubmit By:		
Approved		
Teacher:		**Date:**
Evaluator:		**Date:**

Form B: Teacher Goal-Setting
Teacher Performance and Practice Focus (40%)

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Teacher Performance and Practice Area of Focus

Signatures (To be completed after discussion of focus)

Teacher: Date:

Evaluator: Date:

**Signatures (Mid---Year
Check---In)**

Teacher: Date:

Evaluator: Date:

Form C: Teacher Goal Setting
Peer Feedback (10%)

Teacher Name:	**Date:**	
School:		
Grade:	**Subject:**	**School Year:**

Peer Engagement Focus:

Growth/Improvement Objectives:

Evaluator Approval		
Focus is related to overall school improvement parent goal	Acceptable	Unacceptable
The improvement objectives are ambitious but achievable.	Acceptable	Unacceptable

Signatures (To be completed after discussion of goals)

Revisions Required   Resubmit By: _____

Approved

Teacher: **Date:**

Evaluator: **Date:**

Form D: Mid‑‑‑Year Check‑‑‑In

Teacher: This form is provided to assist you in conducting the mid=year conference and to be a vehicle for discussion of progress towards goals.

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Teacher Self‑‑‑Assessment and Reflection

Describe the results to date and provide evidence:

A. Provide your overall assessment of progress toward the objective to date
B: Describe what you have done so far that produced these results
C: Describe what you have learned and how you will use it going forward
D: What professional learning and/or other type of support would help you to achieve your goals
E: Describe any revisions to strategies and/or adjustments of student learning goals

Student Growth & Development (45%)

Student Growth

Whole School Learning Indicators (5%)

Teacher Self-‑-Assessment and Reflection

Describe the results to date and provide evidence:

A. Provide your overall assessment of progress toward the objective to date
B: Describe what you have done so far that produced these results
C: Describe what you have learned and how you will use it going forward
D: What professional learning and/or other type of support would help you to achieve your goals
E: Describe any revisions to strategies and/or adjustments of student learning goals

Teacher Practice
Observation of Teacher Practice and Performance (40%)

Peer Feedback Objectives (10%)

Signatures

Teacher: **Date:**

Evaluator: **Date:**

Evaluator: Describe progress to date and indicate any revisions or adjustments to student learning goals.

Teacher Name:	**Date:**	
School:		
Grade:	**Subject:**	**School Year:**

Student Growth
Student Growth & Development (45%)
Whole School Learning Indicators (5%)
Target areas for growth:

Teacher Practice
Observation of Teacher Practice and Performance (40%)
Peer Feedback Objectives (10%)
Target areas for growth:

Signatures

Teacher: **Date:**

Evaluator: **Date:**

Form E: Observation of Teacher Performance and Practice
Summative Rating Worksheet

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Domain 1: Learning Environment	Evaluator's Rating
1a. Organizes Physical Space To Promote Learning	
1b. Fosters a Safe and Respectful Environment	
1c. Establishes a Culture That Maximizes Learning	
1d. Manages Learning Environment Procedures	
1e. Maintains Appropriate Standards of Behavior	
Average Domain Rating:	

Domain 2: Planning & Preparation for Student Learning	Evaluator's Rating
2a. Draws upon knowledge of content areas, students' prior---knowledge, cross---disciplinary skills, (including technology) to engage students purposefully	
2b. Selects or designs curriculum---driven learning experiences that provide opportunities for students to think critically, creatively, and problem solve.	
2c. Selects assessment strategies to monitor ongoing student progress	
Average Domain Rating:	

Domain 3: Instruction for Active Learning	Evaluator's Rating
3a.Integrates discipline---specific knowledge and skills	
3b. Uses a variety of evidence---based instructional strategies to enable students to apply and construct new learning	
3c. Differentiates instruction to meet student learning needs	

3d. Varies the student and teacher roles to develop independence and interdependence with gradual release of responsibility	
3e. Provides feedback to the students during and following instruction	
3f. Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks	
3g. Promotes engagement in and shared responsibility for the learning process	
3h. Uses technology and multi---media resources strategically to promote content and skill development	
3i. Communicates the objective and the process for meeting the lesson expectations	
3j. Uses questioning and discussion techniques	
3k. Uses assessment in instruction	
Average Domain Rating:	

Domain 4: Leadership & Professional Responsibilities	Evaluator's Rating
4a. Collaborates with colleagues to develop and sustain continuous instructional improvement	
4b. Communicates with families about their students and instructional program	
4c. Conducts self in accordance with Connecticut Code of Professional Responsibility	
4d. Engages in opportunities to grow professionally and impact instruction.	
4e. Demonstrates awareness and respect of cultural, social, and economic diversity	
4f. Gives student needs first consideration when making professional decisions	
4g. Uses a variety of tools to meet professional responsibilities	
Average Domain Rating:	

Summative Rating for Observation

Domain	Rating (Avg)	Percentage	Weighted Rating
1: Learning Environment		**30**	
2: Planning & Preparation for Student Learning		**20**	
3: Instruction for Active Learning		**30**	
4: Leadership & Professional Responsibilities		**20**	
Total Rating			

Rating Table

Total Rating	Teacher Evaluation Rating
326---400	Exemplary
251 – 325	Effective
176 – 250	Developing
100---175	Below Standard

Form F: Student Growth and Development Rating Worksheet (45%)

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Indicator of Academic Growth & Development #1:

Evaluator: Check the box that best indicates the attainment of this IAGD.

Rating			
Exemplary (4) > 100% of Target	Effective (3) 85% – 100% of Target	Developing (2) 70% --- 84% of Target	Below Standard (1) <69% of Target

Indicator of Academic Growth & Development #2:

Evaluator: Check the box that best indicates the attainment of this IAGD.

Rating			
Exemplary (4) > 100% of Target	Effective (3) 85% – 100% of Target	Developing (2) 70% --- 84% of Target	Below Standard (1) <69% of Target

Final SLO Rating

Rating			
Exemplary (4) > 100% of Target	Effective (3) 85% – 100% of Target	Developing (2) 70% --- 84% of Target	Below Standard (1) <69% of Target

Form G: Peer Feedback Rating Worksheet (10%)

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Peer Engagement Focus:

Peer Engagement Objective:

Teacher Comments:

Peer Observation /Focus group Rubric

Indicators	Exemplary	Effective	Developing	Below Standard
Teacher Participates in the process: Peer observation Peer Focus Group	Seeks out additional resources and strategies to support observation or focus conversation.	Participates in and contributes to the peer observation or focus group	Did part of the process, but not all.	Did not participate in the process

Evaluator: Check the box that best indicates the attainment of this IAGD.

Rating			
Exemplary (4) Exceeded the objective	Effective (3) Met the objective	Developing (2) Partially met the objective	Below Standard (1) Did not meet the objective

Evaluator Comments:

Form H: Whole School Student Learning Indicator Worksheet (5%)

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Whole School Learning Indicator:

Evaluator: Check the box that best indicates the attainment of the Whole School Learning Indicator

Rating			
Exemplary (4) > 100% of Target	Effective (3) 85% – 100% of Target	Developing (2) 70% --- 84% of Target	Below Standard (1) <69% of Target

Form I: End---of---Year Summative Teacher Self---Assessment

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Teacher Self---Assessment and Reflection

Describe the results and provide evidence:

A. Provide your overall assessment of progress toward the objective to date
B: Describe what you have done so far that produced these results
C: Describe what you have learned and how you will use it going forward
D: What professional learning and/or other type of support would help you to achieve your goals
E: Describe any revisions to strategies and/or adjustments of student learning goals

Student Growth			
Student Growth & Development (45%)			
Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Whole School Student Learning Indicator (5%)			
Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)

Teacher Self---Assessment and Reflection

Describe the results and provide evidence:

A. Provide your overall assessment of progress toward the objective to date
B: Describe what you have done so far that produced these results
C: Describe what you have learned and how you will use it going forward
D: What professional learning and/or other type of support would help you to achieve your goals
E: Describe any revisions to strategies and/or adjustments of student learning goals

Teacher Practice			
Observation of Teacher Practice & Performance (40%)			
Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Peer Feedback (10%)			
Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)

Signature

Teacher: **Date:**

Teacher Checklist

Name
Evaluation scale 1-10
Administrator   Self-evaluation

Philosophical Match

__ __ Attempts to reach the goals and objectives of the Integrated Day Charter School.
- Provides class time for individual growth and creativity
- Allows for student input into what they are going to do, how they will do it and when they will complete the task.

__ __ Addresses curriculum requirements through the real life needs and /or interests of the child.
__ __ Uses assessment to plan small group and individual lesssons.
__ __ Plans appropriate large group lessons.
__ __ Prepares and presents well-planned lessons through long term and short term planning.
__ __ Demonstrates knowledge and application of subject matter.
__ __ Selects and employs a variety of teaching techniques and materials.
__ __ Conducts a minimum number of large group lessons
__ __ Provides for a variety of learning styles
__ __ Maintains student records and portfolios
__ __ Lessons reflect an understanding of child development
__ __ Communicates well with parents
__ __ Communicates often with parents
__ __ Actively works to involve parents as partners in the education of their children
__ __ Understands where their curriculum fits with previous and future learning for students
__ __ Creates a positive environment that supports learning
__ __ Maintains neat and orderly classroom
__ __ Encourages students to take responsibility for the cleanliness and organization of the classroom.
__ __ Identifies student strengths and weaknesses.
__ __ Provides instruction based on student strengths and weaknesses.
__ __ Guides student research

Personal Characteristics

__ __ Patience
__ __ Fairness
__ __ Self-control
__ __ Good Health
__ __ Punctuality
__ __ Neat, well groomed appearance
__ __ Uses correct speech
__ __ Uses written language correctly

Manages the Classroom Environment Effectively
_ _ Non-threatening
_ _ Shares responsibility
_ _ Mutual respect
_ _ Openness and support
_ _ Rapport
_ _ Maintains Good Discipline
_ _ Provides opportunities to be creative
_ _ Instruction reflects constructivist philosophy
_ _ Demonstrates a concern for students

Applies Responsive Classroom Techniques
_ _ Conducts Morning Meeting or facilitates children running Morning Meeting
_ _ Facilitates Conflict Resolution
_ _ Provides guided Discovery
_ _ Builds Community
_ _ Helps students develop a positive self-image
_ _ Makes provisions for individual differences

Student Related
_ _ Students are self-directed and given choice every day
_ _ Students are encouraged to become monitors of their own work and progress
_ _ Students are encouraged to dialogue with their peers about their work
_ _ Open ended activities are provided

School Related; Community Responsibility
_ _ Teachers contribute to the community of the school. Examples:
_ _ Collaborates with peers
_ _ Is a continuous learner
_ _ Seeks professional development opportunities or assistance that address areas of
    challenge
_ _ Cooperates with administration
_ _ Submits required reports on time
_ _ Cooperates with co-workers
_ _ Is empathetic and supportive of peers
_ _ Participates in school activities beyond the school day
_ _ Is familiar with the objectives of the Common Core State Standards
_ _ Works at his/her grade level to address the objectives of the CCSS

Service Learning: Extending the concept of community beyond the school
_ _ Allows students to identify service learning projects
_ _ Provides support for service learning activities
_ _ Understands the concept of service learning
_ _ Incorporates several academic subjects in service learning projects
_ _ Brings projects to fruition
_ _ Seeks public awareness of service learning projects

Form J: End-of-Year Summative Teacher Evaluation Scoring

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Teacher Practice Rating: (50%)

Component	Score	Percentage	Points
Observation of Teacher Performance & Practice		40	
Peer Feedback		10	
Total Teacher Practice Indicator Points			

Student Growth Outcome Rating: (50%)

Component	Score	Percentage	Points
Student Growth and Development (IAGD's)		45	
Whole School Learning Indicator		5	
Total Student Related Indicator Points			

Summative Rating Table

Teacher Practice/Student Growth Indicator Points	Teacher Evaluation Rating
326---400	Exemplary
251 – 325	Effective (Proficient)
176 – 250	Developing
100---175	Below Standard

Final Summative Rating: Use the Summative Rating Table to determine the final summative rating.

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)

Comments:

Target areas for Professional Growth:

Signatures

Teacher: **Date:**

Evaluator: **Date:**

Teacher Assistance Forms

Form 1: Teacher Assistance Plan Notification Form
Professional Growth Phase

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

The purpose of the Teacher Assistance Plan is to provide guided assistance to tenured staff members with identified weaknesses. This is formal written notice that there are specific concerns with your performance.

A copy of this form will be given to you and to the Director, the Assistant Director and the Union Rep after a conference with your evaluator. The original will be placed in your personnel file.

Concern(s):

Staff Member Acknowledgment:

I acknowledge that this concern was discussed and reviewed with me by my evaluator. My signature does not, however, necessarily imply that I agree with the concern.

Signatures

Staff Member: **Date:**

Evaluator: **Date:**

Action Plan*: An Action Plan will be attached within seven (7) school days of the above notification date.*

Signatures

Staff Member: **Date:**

Evaluator: **Date:**

Form 2
Teacher Performance Remediation Plan

Teacher _____   School _____

Deficiency to be addressed
Standard / component number & description:
Specific teacher behavior that does not meet the standard:
_____
Desired outcomes
Specific behavior / performance the teacher will exhibit that will show s/he now meets the standard:
Extenuating circumstances to consider:

Steps to reach the desired outcomes				
Action to be taken	**Resources needed**	**Evidence collected**	**Timeline for completing action**	**Responsibilities**
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.

Signatures of agreement to the plan:

_____   _____ _____
Printed name – Teacher completing plan   Signature – Teacher completing plan   date

_____   _____ _____
Printed name – Teachers' Asso Representative   Signature – Teachers' Asso Representative   date

_____   _____ _____
Printed name – Evaluator of Teacher   Signature – Evaluator of Teacher   date

_____

Mid-year conference   **Date:**
_____
Notes during conference / changes to the plan:

In attendance: _____   _____
                              Name   Signature

                _____   _____
                              Name   Signature

                _____   _____
                              Name   Signature
(Signature of those in attendance indicate each person has read the notes that are written above.)

End of year conference   **Date:**
_____
Notes during conference:

Teacher status at end of plan period:

Teacher has completed remediation plan, and the teacher's evaluation rating is now considered to be
_____.

Next steps:

In attendance: _____   _____
                              Name   Signature

_____   _____
                              Name   Signature

_____   _____
                              Name   Signature
(Signature of those in attendance indicate each person has read the notes that are written above.)

Additional information to consider when developing the plan:

1. **Deficiency to be addressed** – List the specific standard and component of the teaching framework used in the district, *including the wording* of same. Describe, in concrete terms, what the teacher specifically does that does not meet the district expectations. As appropriate, include the frequency of behavior.

2. **Desired outcomes** – Give a concrete description of what the evaluator should see the teacher doing that will show that the teacher is now meeting the standard. As appropriate, include how frequently the teacher is expected to exhibit the behavior in order to be successful. When determining the desired outcomes, several factors should be considered, including but not limited to, the number of years of teaching experience the teacher has, the teacher's class/case load, other 'control factors' pertaining to the students, and resources the school has available to offer/provide the teacher.

3. **Action to be taken** – Actions may include things such as engaging in professional learning to learn new skills; meeting and working with a coach or peer; keeping a log or file of evidence that shows performance changes; etc. Actions may occur simultaneously and/or occur for a short or long period of time.

4. **Resources needed** – Resources might include things such as time for professional learning, materials and equipment, and access to people. If a teacher works with a peer or coach, the resources that person may need should also be listed.

5. **Evidence collected** – For each action taken by the teacher or another person involved in the implementation of the remediation plan, there should be evidence collected that the action was taken, and when appropriate, what the impact of the action was. For example, if one action of the teacher is to implement a difference teaching strategy, then some evidence of how that strategy affected the students may be appropriate to include.

6. **Timeline for completing action** – This should be carefully and realistically planned, taking into account the professional responsibilities the teacher has, the school calendar, and unplanned for issues that arise (e.g., a large number of snow days).

7. **Responsibilities** – For each action, this area should describe what the specific responsibilities are for each person involved in the action – the teacher, the evaluator, and/or any others working with the teacher.

Form 3: Resolution

Teacher Name:	Date:	
School:		
Grade:	Subject:	School Year:

Remove from Teacher Assistance Plan: Area(s) of concern has improved to an acceptable standard, (Proficient) and will continue to be monitored. Staff member will continue on the Teacher Assistance Plan for an additional 45 days. Recommend for termination; performance remains unsatisfactory.

Signatures

Staff Member: _____   **Date: _____**

Evaluator: _____   **Date: _____**

Copies distributed to: Staff Member, Evaluator, Assistant Director, Director and Personnel File.

Form 4: Statement of Appeal

Evaluatee:

Evaluator: _____

School/Department: _____

Evaluatee Grade Level/Content Area Assignment: _____

Date Appeal Filed: _____

Statement of Appeal: A disagreement exists between my evaluator and me with regard to the following performance evaluation issue:

Staff Member: **Date:**

Form 5
Appeal Committee Membership Application

Name: _____

Position: _____   School: _____

Years of Experience: _____   Certification held (code): _____

Please explain the reason(s) you feel you would make a good candidate for the Appeal Committee.

Please give a detailed description of three qualities you possess that would make you an excellent candidate for this type of position.

Please explain how you think your appointment to the appeal Committee is beneficial to the school and/or district in which you work.

I acknowledge that, if I am selected to serve on the Appeal Committee, I must maintain objectivity and discretion during the appeal process and hearing. I am willing to commit to the time, training and effort necessary to serve on the Appeal Committee for the designated term.

Signature _____   Date _____

Form 6
Educator Evaluation Appeals Process

Description of Dispute

Educator Name: _____

Assignment: _____   Building: _____

Date: _____

A conflict exists between _____ and _____

with regard to the following issue(s):

(Please cite specific area, section, process, or procedure with the evaluation program that is under appeal. Please be as explicit as possible.)

_____   _____
         (Signature of Appeal Initiator)   (Date)

_____   _____
         (Signature of Co-Chairperson)   (Date received)

Form 7
Educator Evaluation Appeal Process

Notification of Appeal Hearing

To: _____

From: _____, Appeal Hearing Co-Chairperson

Date: _____

Re: Appeal – Procedure

This will acknowledge receipt of the Description of Dispute.
The Committee chosen to hear this appeal is:

    1. _____, Chairperson
    2. _____
    3. _____
    4. _____
    5. _____
    6. _____

The hearing of the appeal is scheduled as follows:

Day: _____

Date: _____ Time: _____

Location: _____ Room #: _____

Form 8
Educator Evaluation Appeal Process

Notification of Resolution

To: _____

_____
(Disputants in Appeal Process)

From: _____
(Appeal Committee Co-Chairperson)

Date: _____

In response to your appeal of _____, regarding _____

_____

_____

the following resolution has been formulated:

THE INTEGRATED
DAY CHARTER SCHOOL
ADMINISTRATOR'S EVALUATION
AND
DEVELOPMENT PROGRAM
REVISED JULY 2015
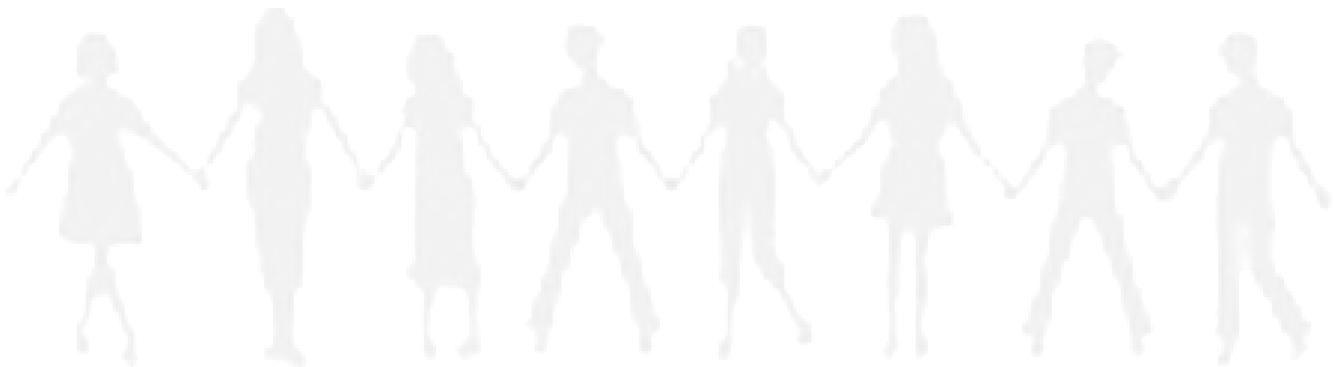
MISSION

The Integrated Day Charter School,

in partnership with its children,

families and community,

provides a safe, flexible and

academically challenging learning environment

that meets the unique social, emotional, academic

and physical needs of each child.

Integrated Day Charter School
Administrator Evaluation

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

<u>**CATEGORY #1: LEADERSHIP PRACTICE (40%)**</u>

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. (see Appendix)

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) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and other IDCS administrators. For assistant principals and other 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally.

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

- **Exemplary**: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

- **Proficient**: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Proficient level.

- **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

- **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

Assigning ratings for each Performance Expectation: Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

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:

The administrator and evaluator meet for a Goal-Setting Conference by August 1 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Evaluators of assistant principals will conduct at least four observations of the practice of assistant principals.

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. By May 30, the administrator being evaluated 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.

4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30. (Supported by the "Summative Rating Form," see Appendix.)

Orientation and Training Programs

During the spring, IDCS will provide training for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a "Proficient" administrator. Additional sessions will be provided throughout the academic year that will provide administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 15, IDCS will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation. One full day of training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to all evaluators in conducting effective observations and providing high-quality feedback.

Principals and Central Office Administrators:

Leadership Practice Matrix (40%)

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and Learning *Exemplary* on at least 2 other performance expectations No rating below *Proficient* on any performance expectation	At least *Proficient* on Teaching and Learning At least *Proficient* on at least 3 other performance expectations No rating below *Developing* on any	At least *Developing* on Teaching and Learning At least *Developing* on at least 3 other performance expectations	*Below Standard* on Teaching and Learning or *Below Standard* on at least 3 other performance expectations

Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

Exemplary	Proficient	Developing	Below Standard
Exemplary on at least 3 performance expectations No rating below *Proficient* on any performance expectation	At least *Proficient* on at least 4 performance expectations No rating below *Developing* on any	At least *Developing* on 4 performance expectations	*Below Standard* on 3 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.

To gain insight into what stakeholders perceive about administrators' effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

Stakeholder surveys from SEED will be administered online to parents, students and staff.

The surveys will be administered on-line and allows for anonymous responses. All administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in the summer. The survey data will be used by administrators as baseline data for the following academic year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

Examples of surveys, used by IDCS are attached in the Appendix.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings will reflect the degree to which an administrator makes growth on feedback measures, using data from the prior 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:

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By August 30, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target

5. Assign a rating, using this scale:

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

CATEGORY #3: SLO'S (45%)

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

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].

2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments.

NOTE: If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress ratings.

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

Step 1: SPI Progress and SPI Subgroup Progress ratings are applied to give the administrator a score between 1 and 4 for each category, using the table below:

	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for 50% or more of sub-groups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

Step 2: The scores in each category are combined, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

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

LOCALLY-DETERMINED MEASURES –

Administrators establish two SLO's 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 or an administrators' assignment, IDCS will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.

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.

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SLO's will strike a balance between alignment to 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, establish student learning priorities for a given school year based on available 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 IDCS 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 goals for the chosen assessments/indicators.

- The principal shares the SLO's with her/his evaluator, informing a conversation designed to ensure that:

  o The SLO's are attainable.

  o There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SLO's.

  o The SLO's 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.

  o The professional resources are appropriate to supporting the administrator in meeting the performance targets.

- The administrator being evaluated and the evaluator collect interim data on the SLO's 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 using the IDCS Administrator Evaluation Summative Rating Form (see Appendix):

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

		State Assessment – SPI (22.5%)			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Locally-determined Portion SLO's (22.5%)	**Exemplary**	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

CATEGORY #4: TEACHER EFFECTIVENESS (5%)

Teacher effectiveness – as measured by an aggregation of teachers' SLO's – is 5% of an administrator's evaluation.

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 IDCS's teacher evaluation plan, teachers are assessed in part on their accomplishment of their SLO's. This is the basis for assessing principals' contribution to teacher effectiveness outcomes.

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

ADMINISTRATOR EVALUATION PROCESS

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

OVERVIEW

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

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by July 30

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.

2. Stakeholder survey data are available for review by the administrator.

3. The superintendent has communicated his/her student learning priorities for the year, to the board and administrators

4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development by August 15

Before a school year starts, administrators will:
1. identify a target for growth on the SPI,
2. identify two SLO's and
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice **that will help them accomplish** their SPI targets, their SLO's, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in SPI, the SLO's and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas.
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 areas 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.

The goal-setting form (see Appendix) is to be completed by the administrator being evaluated. 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.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at two- to three-month intervals.

A note on the frequency of school site observations:

- two observations for each administrator.

- four observations for assistant principals and for any administrator new to IDCS, or who has received ratings of *developing* or *below standard*.

*Step 3: Mid-Year Formative Review***:**

Midway through the school year there will be a formal check-in to review progress. In preparation for 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 being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

*Step 4: Self-Assessment***:**

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

- Needs to grow and improve practice on this element;

- Has some strengths on this element but needs to continue to grow and improve;

- Is consistently effective on this element; or

- Can empower others to be effective on this element.

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating:

The administrator being evaluated and the evaluator meet by May 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves 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 (see next section for rating methodology).

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or 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 August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

1. **Exemplary:** Exceeding indicators of performance

2. **Proficient:** Meeting indicators of performance

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

3. **Below standard:** Not meeting indicators of performance

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

- Meeting expectations as an instructional leader

- Meeting expectations in at least 2 other areas of practice

- Meeting and making progress on 1 target related to stakeholder feedback

- Meeting state accountability growth targets on tests of core academic subjects

- Meeting and making progress on 2 SLO's aligned to school and district priorities

- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

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

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern. On the other hand, for 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 *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in the Appendix evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix (see Appendix) to determine an overall Practice Rating.

B. ADMINISTRATOR OUTCOMES RATING: SLO's (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results (SPI) and SLO's – and teacher effectiveness outcomes. As shown in the Summative Rating Form in the Appendix, state reports provide an assessment rating and evaluators record a rating for the SLO's agreed to in the beginning of the year. These two combine to form the basis of the overall SLO's rating. The Teacher Effectiveness rating is combined with the SLO's rating and the evaluator uses the matrix (see Appendix) to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.
If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating

		Administrator Practice Rating			
		Exemplary	Proficient	Developing	Below Standard
Administrator Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Below Standard
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of Proficient or Exemplary. Administrators are required to be effective within 2 years of being evaluated using this plan.

 Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. (**See Professional Assistance and Support System, or PASS, below)**

After one year of participating in PASS, the administrator receiving support in PASS will be expected to have a summative rating of Proficient or Exemplary. Administrators who do receive a summative rating of Proficient or Exemplary after one year of PASS may be placed on an additional year of PASS. No administrators will be placed on PASS for more than 2 consecutive years.

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS) (INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)

Administrators who receive a summative evaluation rating of "Developing" or "Below Standard" will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that IDCS will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of "Proficient" within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated "developing" or "below standard."
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated "developing" or "below standard."

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to IDCS; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, IDCS believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

IDCS's evaluation-based professional learning design has as its foundation the   Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of IDCS's Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE IDCS PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by an educator, and not a thing done to a worker" (Peterson, 2000, p. 5).
  - o Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. *[Standards: Learning Communities; Data; Outcomes]*
    - ➢ Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
    - ➢ Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
  - o It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
    - ➢ Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*
    - ➢ Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
    - ➢ Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
    - ➢ Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004) .

  - The needs of veteran and novice administrators are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]

  - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

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

Appendix

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC
Performance Expectation 1: Vision, Mission and Goals:

Education leader[1] ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

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

The Leader…

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

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

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Shared understandings guide decisions & evaluation of outcomes.*	tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission and goals with staff and stakeholders. provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement	**develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.**	engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.
2 and 3 *combined–Communicates vision; Advocates for effective learning for all*	Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.	builds stakeholders' understanding and support for the vision, mission and goals. generates some support for equitable and effective learning opportunities for all students.	**publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.**	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and

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

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Analyzes data to identify needs and gaps between outcomes and goals*	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	**uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.**	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined— Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	**uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.**	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. *Identifies and addresses barriers to achieving goals*	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	**identifies and addresses barriers to achieving the vision, mission and goals**	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. *Seeks and aligns resources*	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	**seeks and aligns resources to achieve the vision, mission and goals.**	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

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

Element A: Strong Professional Culture
Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Closes achievement gaps	is unaware of the achievement gap[1]. is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	**develops shared understanding and commitment to close achievement gaps[1] so that all students achieve at their highest levels.**	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. Supports and Evaluates Professional Development	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	**supports and evaluates professional development to broaden faculty[2] teaching skills to meet the needs of all students**	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

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

Connecticut State Department of Education   January 18, 2013

3 and 4 combined – Fosters Inquiry and Collaboration for Improvement	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	**seeks opportunities for personal and professional growth through continuous inquiry.** **fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.**	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.
5. Supports Teacher Reflection and Leadership	provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	**provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.**	provides time and resources for teacher collaboration and builds the capacity. of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.
6. Provides Feedback to Improve Instruction	ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	provides sporadic feedback based on data, assessments or evaluations. monitors some teachers' practice for improvements based on feedback.	**provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.**	provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.

Element B: Curriculum and Instruction

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards.	**develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.** **ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.**	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
3. Improves Instruction for the Diverse Needs of All Students	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	**uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations[1].**	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.

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

Indicator	Below Standard	Developing	Proficient	Exemplary
4. Collaboratively Monitors and Adjusts Curriculum and Instruction	is unaware of how to analyze student progress using student work. supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff. facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	**develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.**	empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
5. Provides Resources and Training for Extended Learning	identifies only limited resources and supports for extending learning beyond the classroom.	promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.	**provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.**	builds strong faculty commitment to extending learning beyond the classroom. collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.
6. Supports the Success of Faculty and Students as Global Citizens[1]	focuses only on established academic standards as goals for student and staff skills. provides limited support or development for staff or students associated with the dispositions for a global citizen.	supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	**assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.**	establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.

---

[1]**A Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Connecticut State Department of Education   January 18, 2013

Element C: Assessment and Accountability

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

The Leader...

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

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

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

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

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

The Leader...

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

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

The Leader...

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

Connecticut State Department of Education   January 18, 2013

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

The Leader...

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

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members
Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

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

Element B: Community Interests and Needs:
Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.
The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Communicates effectively*	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	**demonstrates the ability to understand, communicate with, and interact effectively with people.**	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. *Understands and accommodates diverse[1] student and community conditions*	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	**uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.**	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
3. *Capitalizes on diversity*	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	**capitalizes on the diversity of the community as an asset to strengthen education.**	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. *Collaborates with community programs*	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	**collaborates with community programs serving students with diverse needs.**	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. *Involves all stakeholders*	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	**involves all stakeholders, including those with competing or conflicting educational perspectives.**	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

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

Element C: Community Resources

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

The Leader...

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

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity
Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

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

The Leader...

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

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

Connecticut State Department of Education   January 18, 2013

Element B: Personal Values and Beliefs
Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Respects the Dignity and Worth of Each Individual*	does not consistently treat everyone with respect.		**demonstrates respect for the inherent dignity and worth of each individual.**	promotes the recognition of the dignity and worth of everyone.
1. *Models Respect for Diversity and Equitable Practices*	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		**models respect for diversity and equitable practices for all stakeholders.**	builds a shared commitment to diversity and equitable practices for all stakeholders.
3. *Advocates for Mission, Vision and Goals*	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	**advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.**	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
4. *Ensures a Positive Learning Environment*	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	**overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.**	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Lifelong Learning	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	**models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.**	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. Support of Professional Learning	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	**supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.**	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. Allocates Resources Equitably	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	**allocates resources equitably to sustain a high level of organizational performance.**	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. Promotes Appropriate Use of Technology	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	**promotes understanding of the legal, social and ethical use of technology among all members of the school community.**	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. Inspires Student Success	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	**inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.**	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence
Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader...

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

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Accurately communicates educational performance	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	**collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.**	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
2. Improves public understanding of legislation, policy and laws	provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	shares information about federal, state and local laws, policies and regulations. provides information to decision-makers and the community.	**communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.**	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
3. Upholds laws and influences educational policies and regulations	does not consistently uphold laws, regulations.	upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	**upholds federal, state and local laws and influences policies and regulations in support of education.**	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

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

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Advocates for public policies to support the present and future needs of children and families*	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	**advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.**	works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
2. *Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources*	is unaware of policies that result in equitable resources to meets the needs of all students. does not allocate resources appropriately, adequately or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. allocates and distributes school resources among faculty, staff and students.	**promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.**	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
3. *Collaborates with leaders to inform planning, policies and programs*	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	**collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.**	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning. is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.

Connecticut School Leadership Standards

*Performance Expectations, Elements and Indicators

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

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

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:
> *Education leaders believe in, value, and are committed*
> > *to*
> - **Every student learning**
> - **Collaboration with all stakeholders**
> - **Examining assumptions and beliefs**
> - **High expectations for all students and staff**
> - **Continuous improvement for all based on evidence**

Narrative

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Element A: High Expectations for All
Leaders (1) ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff. (2)

Indicators: *A leader…*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.

2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.

3. Incorporates diverse perspectives and collaborates with all stakeholders (3) to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

<u>**Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals**</u>

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

Indicators: *A leader…*

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.

2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.

3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

Indicators: *A leader…*

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.

3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.

4. Identifies and addresses barriers to achieving the vision, mission, and goals.

5. Seeks and aligns resources to achieve the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:
Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

PERFORMANCE EXPECTATION 2: 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.

Indicators: A leader…

1. Develops shared understanding and commitment to close achievement gaps (4) so that all students achieve at their highest levels.

2. Supports and evaluates professional development to broaden faculty (5) teaching skills to meet the needs of all students.

3. Seeks opportunities for personal and professional growth through continuous inquiry.

4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.

5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.

6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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

(5)   **faculty**: certified school faculty.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Indicators: A leader…

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.

2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.

3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations. (6)

4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.

5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.

6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Indicators: A leader…

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.

2. Develops and uses multiple sources of information (7) to evaluate and improve the quality of teaching and learning.

3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.

4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

---

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:
Education leaders believe in, value, and are committed to
• **A physically and emotionally safe and supportive learning environment**
• **Collaboration with all stakeholders**
• **Equitable distribution of resources**
• **Shared management in service of staff and students**

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

Indicators: A leader…

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.

2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.

3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Element B: Operational Systems

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

Indicators: A leader…

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.

2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.

3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.

4. Evaluates and revises processes to continuously improve the operational system.

5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Element C: Fiscal and Human Resources

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

Indicators: A leader…

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.

2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.

3. Implements practices to recruit, support, and retain highly qualified staff.

4.   Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Collaboration with Families and Community Members
Leaders ensure the success of all students by collaborating with families and other stakeholders.

Indicators: A leader…

1. Coordinates the resources of schools, family members, and the community to improve student achievement.

2. Welcomes and engages families in decision making to support their children's education.

3. Uses a variety of strategies to engage in open communication with staff, families and community members.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Element B: Community Interests and Needs

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

Indicators: A leader…

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.

2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.

3. Capitalizes on the diversity (8) of the community as an asset to strengthen education.

4. Collaborates with community programs serving students with diverse needs.

5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

Element C: Community Resources

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

Indicators: A leader…

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.

2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.

3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:
Education leaders believe in, value, and are committed to
• **Modeling ethical principles and professional conduct in all relationships and decisions**
• **Upholding the common good over personal interests**
• **Taking responsibility for actions**
• **Promoting social justice and educational equity for all learners**

Narrative

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Indicators: A leader…

1.   Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).

2.   Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.

3.   Uses professional influence and authority to foster and sustain educational equity and social justice (9) for all students and staff.

4.   Protects the rights of students, families and staff and maintains confidentiality.

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Element B: Personal Values and Beliefs

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

Indicators: A leader…

1. Demonstrates respect for the inherent dignity and worth of each individual.

2. Models respect for diversity and equitable practices for all stakeholders.

3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.

4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Element C: High Standards for Self and Others

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

Indicators: A leader…

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.

2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.

3. Allocates resources equitably to sustain a high level of organizational performance.

4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.

5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:
Education leaders believe in, value, and are committed to
- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

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

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

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

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

PERFORMANCE EXPECTATION 6: The Education System

Element A: Professional Influence

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

Indicators: A leader…

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.

2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.

3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

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

Indicators: A leader…

1. Collects and accurately communicates data about educational performance in a clear and timely way.

2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.

3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

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

Indicators: A leader…

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.

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

3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

Sec. 10-145d-400a. Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers, and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

(1) The professional educator, in full recognition of his or her obligation to the student shall:

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;
(B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;
(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
(D) Foster in students the full understanding, application, and preservation of democratic principles and processes;
(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(F) Assist students in the formulation of worthy, positive goals;
(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

CCL – CSLS   *June 27, 2012*

(I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision making;

(H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;

(I) Encourage promising, qualified, and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

(A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;

(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

(C) Promote the principles and ideals of democratic citizenship; and

(D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the Student's Family

    (1) The professional educator in recognition of the public trust vested in the profession, shall:

        (A) Respect the dignity of each family, its culture, customs, and beliefs;
        (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
        (C) Consider the family's concerns and perspectives on issues involving its children; and
        (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

        (A) Abuse his or her position as a professional with students for private advantage;
        (B) Discriminate against students;
        (C) Sexually or physically harass or abuse students;
        (D) Emotionally abuse students; or
        (E) Engage in any misconduct which would put students at risk.

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

        (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
        (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
        (C) Misrepresent his, her or another's professional qualifications or competencies;
        (D) Sexually, physically or emotionally harass or abuse district employees;
        (E) Misuse district funds and/or district property; or
        (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

        (A) Exploit the educational institution for personal gain;
        (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
        (C) Shall not knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

(i) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

CCL – CSLS   June 27, 2012

Forms

School Director: Summary Goal Form

Name: _____ EIN#: _____

School: _____School Year: _____

INSTRUCTIONS: This goal setting form is to be completed by the director following the self-assessment process. The goals, as well as activities, outcomes and time line, will be reviewed by the principal's supervisor prior to the beginning work on the goals. The supervisor may suggest additional goals as appropriate. It is not necessary for the principal to have a goal for each standard.

Standard	Goal:	Key Activities/Strategies (What you need to accomplish the Goal:	Outcomes (Measurement):	Time line for measuring Goal Outcome
1. Vision, Mission, and Goals				
2. Teaching and Learning				
3. Organizational Systems and Safety				
4. Families and Stakeholders				
5. Ethics and Integrity				
6. The Education System				

Comments:

Director Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Mid Year Evaluation Goal Progress:

The supervisor determines whether the School Executive is making acceptable progress toward goal(s) attainment within each standard. Mark this category as (**P**) – progressing or (**NP**) – not progressing.

Goal	P	NP	NA*
1. Vision, Mission, and Goals			
2. Teaching and Learning			
3. Organizational Systems and Safety			
4. Families and Stakeholders			
5. Ethics and Integrity			
6. The Education System			

*NA: No goal established for this standard.

Plan for Improvement in the goal attainment:

Goal:
Revised Action Plan/Comment:

Goal:
Revised Action Plan/Comment:

Goal:
Revised Action Plan/Comment:

Director Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

STANDARD 1: Vision, Mission, and Goals

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs/Demo
A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.					
B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.					
C. Continuous improvement toward the Vision, Mission, and Goals: Leaders ensure the implementation of the vision, mission and goals.					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating:
	___Annual Report.
	___Teacher Working Conditions Survey.
	___Evidence of Leadership Team.
	___Statement of school vision, mission, values, beliefs and goals.
Recommended actions for improvement:	___Evidence of stakeholder involvement in development of
	vision, mission, value, belief and goal statements.
	___Evidence of shared decision making and distributed leadership.
	___Feedback.
	___ _____
	___ _____

Name: _____   School Year: _____

STANDARD 2: Teaching and Learning

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs/Demo
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.					
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.					
C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.					
Overall Rating for Standard 1					

Comments:	**Evidence or documentation to support rating:**
	___Annual Report.
	___Teacher Working Conditions Survey.
	___Evidence of LeadershipTeam.
	___Statement of school vision, mission, values, beliefs and goals.
Recommended actions for improvement:	___Evidence of stakeholder involvement in development of
	vision, mission, value, belief and goal statements.
	___Evidence of shared decision making and distributed leadership.
	___Feedback.
	___ _____
	___ _____

Name: _____   School Year: _____

STANDARD 3: Organizational Systems and Safety

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs/Demo
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.					
B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.					
C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating:
	___Annual Report.
	___Teacher Working Conditions Survey.
	___Evidence of Leadership Team.
	___Statement of school vision, mission, values, beliefs and goals.
Recommended actions for improvement:	___Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements.
	___Evidence of shared decision making and distributed leadership.
	___Feedback.
	___ _____
	___ _____

Name: _____   School Year: _____

STANDARD 4: Families and Stakeholders

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs/Demo
A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.					
B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.					
C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating:
	___Annual Report.
	___Teacher Working Conditions Survey.
	___Evidence of Leadership Team.
	___Statement of school vision, mission, values, beliefs and goals.
Recommended actions for improvement:	___Evidence of stakeholder involvement in development of
	vision, mission, value, belief and goal statements.
	___Evidence of shared decision making and distributed leadership.
	___Feedback.
	___ _____
	___ _____

Name: _____   School Year: _____

STANDARD 5: Ethics and Integrity

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs/Demo
A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.					
B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.					
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.					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating:
	___Annual Report.
	___Teacher Working Conditions Survey.
	___Evidence of Leadership Team.
	___Statement of school vision, mission, values, beliefs and goals.
Recommended actions for improvement:	___Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements.
	___Evidence of shared decision making and distributed leadership.
	___Feedback.
	___ _____
	___ _____

Name: _____   School Year: _____

STANDARD 6: The Education System

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs/Demo
A. Professional Influence: Leaders improve the broader social, cultural, economic, legal, and political, contexts of education for all students and families.					
B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.					
C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating:
	___Annual Report.
	___Teacher Working Conditions Survey.
	___Evidence of Leadership Team.
	___Statement of school vision, mission, values, beliefs and goals.
Recommended actions for improvement:	___Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements.
	___Evidence of shared decision making and distributed leadership.
	___Feedback.
	___ _____
	___ _____

Administrator Performance Remediation Plan

Administrator _____   School _____

Deficiency to be addressed
Standard / component number & description:
Specific administrator behavior that does not meet the standard:

Desired outcomes

Specific behavior / performance the administrator will exhibit that will show s/he now meets the standard:

Extenuating circumstances to consider:

Steps to reach the desired outcomes				
Action to be taken	**Resources needed**	**Evidence collected**	**Timeline for completing action**	**Responsibilities**
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.

Signatures of agreement to the plan:

_____   _____   _____
Printed name – Administrator completing plan   Signature – Administrator completing plan   date

_____   _____   _____
Printed name – Evaluator of Administrator   Signature – Evaluator of Administrator   date

_____

Mid-year conference   **Date:** _____
Notes during conference / changes to the plan:

In attendance: _____   _____
                           Name   Signature

               _____   _____
                           Name   Signature

               _____   _____
                           Name   Signature

(Signature of those in attendance indicate each person has read the notes that are written above.)

End of year conference   **Date:** _____

Notes during conference:

Administrator status at end of plan period:

Administrator has completed remediation plan, and the administrator's evaluation rating is now considered to be _____

_____.

Next steps:

In attendance: _____   _____

                                  Name   Signature

_____   _____

                                  Name   Signature

_____   _____

                                  Name   Signature

(Signature of those in attendance indicate each person has read the notes that are written above.)

Additional information to consider when developing the plan:

1. **Areas of Improvement:** Identify area of needed improvement.
2. **Rationale for Areas of Improvement:** Evident from observations that show an area needing improvement.
3. **Performance Expectation:** List performance expectation rated "developing" or "below standard".
4. **Indicators for Effective Leading:** Identify exemplar practices in the area identified as needing improvement.
5. **Improvement Strategies to be Implemented:** Provide strategies the administrator can implement to show improvement in performance expectations rated "developing" or "below standard".
6. **Tasks to Complete:** Specific tasks the administrator will complete that will improve the performance expectation.
7. **Support and Resources:** List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. **Indicators of Progress:** How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.

Teacher Survey 2012

Each year the Integrated Day Charter School must submit an Annual Report to the State Department of Education to assess adherence to the mission and vision of the school. It would be greatly appreciated if you would take a few minutes to complete the survey below and return it to school by **Monday, June 15, 2009.**

Thank you,   Name _____
                                                              (optional)
                                                  Years involved at IDCS _____

Please read each of the below statements and indicate the degree to which you believe them to be true by indicating your level of agreement from Strongly Disagree to Strongly Agree.

	Strongly Disagree				Strongly Agree
1. My students like to come to school.	1	2	3	4	5
2. The school has high quality instruction.	1	2	3	4	5
3. The staff cares about the students.	1	2	3	4	5
4. My students have learned new things through the research process.	1	2	3	4	5
5. I have a solid understanding of the Integrated Day philosophy.	1	2	3	4	5
	Strongly Disagree				**Strongly Agree**
6. My students are challenged academically.	1	2	3	4	5
7. I know where to go to make suggestions, ask questions, or voice concerns about school issues.	1	2	3	4	5
8. My students completed a service learning project.	1	2	3	4	5
9. The school has helped my students' attitude towards learning.	1	2	3	4	5
10. My students are making progress towards their goals.	1	2	3	4	5
	Strongly Disagree				**Strongly Agree**
11. I feel welcome at IDCS.	1	2	3	4	5
12. The school community supports innovative practices.	1	2	3	4	5
13. I am satisfied with the school's curriculum.	1	2	3	4	5
14. My students receive the help needed to succeed.	1	2	3	4	5
15. This school is a professional learning community.	1	2	3	4	5
	Strongly Disagree				**Strongly Agree**
16. The school has a bright future.	1	2	3	4	5
17. This school has high expectations and standards for students.	1	2	3	4	5
18. I would encourage others to attend IDCS.	1	2	3	4	5
19. There is consensus among the staff about consequences for poor behavior.	1	2	3	4	5
20. The students and staff help to create an atmosphere of respect, cooperation, and self-control.	1	2	3	4	5
	Strongly Disagree				**Strongly Agree**
21. My students are safe at IDCS.	1	2	3	4	5
22. My students are learning to effectively communicate what they have learned through the research process.	1	2	3	4	5
23. I know what my students should be studying in school in all content areas.	1	2	3	4	5
24. The school has effective leadership and administration.	1	2	3	4	5
25. My students and the community benefited from their service learning project.	1	2	3	4	5
26. I help my students set goals for the future.	1	2	3	4	5

The best thing(s) about IDCS is (are):

_____

_____

_____

_____

The area(s) in need of improvement is (are):

_____

_____

_____

_____

I would like to see:

_____

_____

_____

_____

In what area/field would you like additional professional development?

_____

_____

_____

_____

Comments or Questions?

Please return your survey by mailing it in the enclosed envelope or dropping it off at the main desk in the office. Thank you!

Parent Survey 2012

Each year the Integrated Day Charter School must submit an Annual Report to the State Department of Education to assess adherence to the mission and vision of the school. It would be greatly appreciated if you would take a few minutes to complete the survey below and return it to school by **Monday, June 18, 2012.**

Thank you,

Name _____

(optional)

Grade(s) of children enrolled at IDCS _____

Years involved at IDCS _____

Please read each of the below statements and indicate the degree to which you believe them to be true by indicating your level of agreement from Strongly Disagree to Strongly Agree.

	Strongly Disagree				Strongly Agree
1. My child likes to come to school.	1	2	3	4	5
2. The school has high quality instruction.	1	2	3	4	5
3. The staff cares about my child.	1	2	3	4	5
4. My child has learned new things through the research process.	1	2	3	4	5
5. I am informed about the school philosophy and my child's progress.	1	2	3	4	5
	Strongly Disagree				Strongly Agree
6. My child is challenged academically.	1	2	3	4	5
7. I know where to go to make suggestions, ask questions, or voice concerns about school issues.	1	2	3	4	5
8. My child completed a service learning project..	1	2	3	4	5
9. The school has helped my child's attitude towards learning.	1	2	3	4	5
10. My child is making progress towards their goals.	1	2	3	4	5
	Strongly Disagree				Strongly Agree
11. I feel welcome at IDCS.	1	2	3	4	5
12. The school community supports innovative practices.	1	2	3	4	5
13. I am satisfied with the school's curriculum.	1	2	3	4	5
14. My child receives the help needed to succeed.	1	2	3	4	5
15. This school has a community atmosphere.	1	2	3	4	5
	Strongly Disagree				Strongly Agree
16. The school has a bright future.	1	2	3	4	5
17. This school has high expectations and standards for students.	1	2	3	4	5
18. I would encourage others to attend IDCS.	1	2	3	4	5
19. The school has consequences for poor behavior.	1	2	3	4	5
20. The students and staff help to create an atmosphere of respect, cooperation, and self-control.	1	2	3	4	5
	Strongly Disagree				Strongly Agree
21. My child is safe at IDCS.	1	2	3	4	5
22. My child is learning to effectively communicate what they have learned through the research process.	1	2	3	4	5
23. I know what my child is studying in school.	1	2	3	4	5
24. The school has effective leadership and administration.	1	2	3	4	5
25. My child and the community benefited from his/her service learning project.	1	2	3	4	5
26. I help my child set goals for the future.	1	2	3	4	5

Open Ended Questions:

The best thing(s) about IDCS is (are):

_____
_____
_____
_____
___

The area(s) in need of improvement is (are):

_____
_____
_____
_____
___

I would like to see:

_____
_____
_____
_____
___

True or False

I attended student led conferences.   ☐ Yes   ☐ No

I attended parent meetings or special events provided at the school. (For example: IDEA, parenting meetings, committee meetings.)   ☐ Yes   ☐ No

I use voice mail.   ☐ Yes   ☐ No

I am involved in my child's education in the following ways:

     I assist with homework.   ☐ Yes   ☐ No

     I provide a quiet place for homework to be done.   ☐ Yes   ☐ No

     I take my child to the library regularly.   ☐ Yes   ☐ No

     I assist with research projects.   ☐ Yes   ☐ No

     I have contributed to the school in some way.   ☐ Yes   ☐ No

     I have attended special events such as Art Night.   ☐ Yes   ☐ No

If you took part in a Home/School Contract Program, please comment on its usefulness.

Comments or Questions?

Please return your survey by mailing it in the enclosed envelope or asking your student to drop it off at the main desk in the office. Thank you!

Student's Name_____   **Grade _____**

Student Survey
2012

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I think I deserve the grades I get.					
2. The work I am assigned is challenging for me.					
3. I enjoy school and the subjects I learn.					
4. The teachers care about me.					
5. My parents ask me every day about what I learned in school.					
6. Lessons are interesting.					
7. The students at this school feel safe.					
8. I am aware of how this school is different from others.					
9. This school is good for me.					
10. Students respect one another and their property.					
11. Students know the rules.					
12. There are consequences for poor behavior.					
13. If the teacher left the room, most students would continue to work on their assignments.					
14. Almost every assignment that I turn in is returned with corrections and suggestions for improvement.					
15. Teachers and administrators at this school know me by my name.					
16. My teachers is available to talk about my work.					
17. I am comfortable asking for help.					
18. I am working as hard as I can on my schoolwork.					
19. I make a positive contribution to the school.					
20. I distract others who want to learn.					

I like IDCS because:
_____

This school could be better if:
_____

When I don't do my homework it is because:
_____ I don't know how.
_____ I forgot.
_____ I have other things to do, such as soccer, church, etc.
_____ I just don't want to do it.
_____ Other_____

Why are you at IDCS instead of another public school?