

**TEACHER EVALUATION  
PROCESS**

**SHARED SERVICES**

**2018-2019**

2018-2019

**SHARED SERVICES  
EDUCATOR EVALUATION PROCESS AND GUIDELINES**

Shared Services' Educator Evaluation Plan shall be based on Connecticut's System for Educator Evaluation and Development Guidelines.

This outline of the components of Shared Services' Educator Evaluation Plan is based on the SEED Guidelines:

- 45% Student Outcomes
- 40% Teacher Practice
- 10% Stakeholder/Parent Feedback
- 5% Whole School Learning Indicator

**Teacher Evaluation and Development**

Purpose and Rationale

- The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his or her practice to improve student learning.
- Connecticut's Common Core of Teaching (CCT) 2010 defines effective teaching practice throughout the career continuum of educators from pre-service to experienced teaching status in the following six domains:
  - Content and Essential Skills
  - Classroom Environment, Student Engagement and Commitment to Learning;
  - Planning for Active Learning;
  - Instruction for Active Learning;
  - Assessment for Learning
  - Professional Responsibilities and Teacher Leadership.

Guiding Principles:

- Strengthen individual and collective practices in order to improve student growth
- Consider multiple, standard-based measures of performance
- Foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development.
- Encourage aligned professional development, coaching and feedback to support teacher growth
- Connect professional learning to the outcomes of the evaluation process.

### Orientation:

Shared Services will offer an annual teacher evaluation and support orientation to all staff members whose performance is being evaluated that year prior to October 15<sup>th</sup>. Orientation will include information and materials on the evaluation process and will provide an opportunity to meet and review these materials. Ongoing professional development in this area may occur on campus or through Education Connection.

### Evaluator Training:

Evaluators will attend CSDE training workshops offered through Education Connection. Evaluators will demonstrate proficiency on an on-going basis by reviewing and discussing data collected after conducting walk-throughs and observations.

### Evaluation Framework –Components

- **Teacher Practice Related Indicators**
  - Observation of teacher performance and practice (40%) as defined in the CCT Rubric for Effective Teaching 2017 and the CCT Rubric for Effective Service Delivery 2017.
  - Stakeholder/Parent feedback (10%) on teacher practice.
  
- **Student Related Indicators**
  - Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs).
  - Whole-school measure (5%) of student learning as determined by the aggregate rating (45%) for multiple student learning indicators established for the administrator's evaluation rating.

### Teacher Evaluation Process:

- Orientation – Prior to October 15<sup>th</sup>
  
- Goal Setting and Planning –October 15<sup>th</sup> thru November 15<sup>th</sup>
  - Teacher Reflection and Goal Setting
  - Goal Setting Conference: During the Goal Setting Conference, at least 1, but no more than 4 Student Learning Objectives (SLOs) are determined and Indicators of Academic Growth and Development (IAGDs) are established for each goal. If 1 goal is established, multiple IAGDs are required. IAGDs will be mutually agreed upon by the teacher and evaluator. Further, there will be agreement on the balance of the weighting standardized and non-standardized indicators for the 45% component when standardized indicators are available.
  - Evidence collection and review - Ongoing

- Mid-Year Check-In – January and February
  - Reflection and preparation
  - Mid-Year Conference: Opportunity is provided for revisions to the strategies or approach being used and/or for teachers and evaluators to mutually agree upon mid-year adjustments of student learning goal(s), if warranted.
  
- End-of-Year Summative Review – Completed June 30<sup>th</sup>
  - Teacher self-assessment
  - Opportunity is provided for the teacher to collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator.
  - End-of-Year Summative Conference
  - Rating: Determination of a summative rating is aligned to one of the four performance evaluation designators: Exemplary, Effective, Developing and Below Standard. Determination of summative rating aligns with the Guidelines, including: Rating in each of the four categories, determination of “outcomes” rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator rating (5%). Determination of a “practice rating” is composed of the performance and practice rating (40%) and the stakeholder/parent feedback rating (10%). A combination of the outcomes rating and the performance rating will result in a summative rating. In undertaking this step, the evaluator will assign a “**summative rating**” category of Exemplary, Effective, Developing, or Below Standard.
  - 2.8 Defining Effectiveness and Ineffectiveness; Evaluation Audit and Validation
 

Shared Services shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. Novice teachers shall generally be deemed effective if the educator receives at least two sequential “effective” or “exemplary” ratings, one of which must be earned in the fourth year of the novice teacher’s career. A “below standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “effective” ratings in years three and four. A post-tenure teacher shall generally be deemed ineffective if the teacher receives at least two sequential “developing” ratings or one “below standard” rating at any time. At the request of a district or employee, the State Department of Education or a third-party entity approved by the SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e. include both exemplary and below standard ratings) to determine a final summative rating.

Evaluator

- The evaluator of all teachers shall be the Executive Director and/or the Director of Student Services. The Executive Director supervises and evaluates the Director of Student Services.

- The evaluators shall complete CSDE training through Education Connection and demonstrate on-going proficiency through discussions held after walk-throughs. These calibration exercises will be held during Administrators' Council Meetings with building level administrators at Regional District #7, which the Shared Services' Executive Director participates in.

#### Evaluation-Informed Professional Growth Plans

- All teachers will have a Professional Growth Plan that is co-created with mutual agreement between the teacher and his or her evaluator. Shared Services shall provide professional learning opportunities for teachers, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback.

#### Improvement and Remediation Plans

- Teachers whose performance is rated Developing or Below Standard shall have an individual teacher improvement and remediation plan designed in consultation with the teacher and his/her union representative. The plan will; (A) identify resources, support and other strategies to be provided by the board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of effective or better at the conclusion of the improvement and remediation plan.

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

- Shared Services' Observation Model is standards based and aligned with the Connecticut Core of Teaching 2010.
- Observation protocol involves multiple in-class visits throughout the year, including a combination of formal, informal, announced and unannounced observations.
- Novice Year 1 and Novice Year 2 teachers receive at least 3 formal in-class observations. 2 of the 3 include a pre-conference and all include a post-conference and timely verbal and written feedback. This feedback will include email communication and/or a hard copy letter presented to the teacher/specialist.
- Teachers who receive a performance rating of **Below Standard** or **Developing** receive a number of observations appropriate to their individual support plan, but no fewer than 3 formal in-class observations. 2 of the 3 must include a pre-conference and all include a post conference and timely verbal and written feedback. This feedback will include email communication and/or a hard copy letter presented to the teacher/specialist.
- Teachers who receive and maintain an annual summative performance evaluation designation of **Effective** or **Exemplary** (or the equivalent annual summative ratings in a pre-existing district evaluation plan) and who are not first or second year teachers shall be evaluated with a minimum of 1 formal in-class observation no less than once every 3

years and 3 informal in-class observations in all other years and one review of practice shall be completed every year. Teachers with an effective or exemplary designation may receive a formal observation if an informal observation or review of practice results in a concern regarding a teacher's practice. All observations shall be followed with timely feedback.

- Student and Educator Support Specialists and the evaluator (administrator) shall agree to appropriate venues for observations (i.e. PPTs) for rating practice and performance at the beginning of the school year and the CCT Rubric for Effective Service Delivery 2017 will be used. These observations will be based on standards when available. Examples include but are not limited to: observing student and educator support specialist staff working with small groups of children, working with adults, providing professional development, working with families and/or working with teams of teachers.

**\*\*Four-Level Matrix System**

<b>Teacher Practice Related Indicators Rating</b>					
		<b>Exemplary</b>	<b>Effective</b>	<b>Developing</b>	<b>Below Standard</b>
<b>Student Related Indicators Rating</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Effective</b>	<i>Gather further information</i>
	<b>Effective</b>	<b>Exemplary</b>	<b>Effective</b>	<b>Effective</b>	<i>Gather further information</i>
	<b>Developing</b>	<b>Effective</b>	<b>Developing</b>	<b>Developing</b>	<b>Below Standard</b>
	<b>Below Standard</b>	<i>Gather further information</i>	<b>Below Standard</b>	<b>Below Standard</b>	<b>Below Standard</b>

**Stakeholder/Parent Feedback (10%)**

The unique nature of Shared Services, whose certified staff provide services in multiple districts and multiple buildings, creates a situation where a unified parent feedback survey is virtually impossible. Feedback from stakeholders will be used to help determine the remaining 10% of the Teacher Practice. Stakeholder surveys will be conducted for all individual Shared Services

staff. Surveys of stakeholders will include but not be limited to principals, assistant principals and department heads. Surveys will be utilized to help determine stakeholder feedback ratings.

Schools within the Shared Services system that conduct parent feedback surveys may also be used in determining this indicator.

Shared Services may use either the stakeholder feedback surveys or the individual school's parent feedback surveys or an amalgamation of both.

The four performance levels are as follows:

Exemplary: Took a leadership role

Effective: Volunteered and actively participated

Developing: Participated when asked

Below Standard: Did not participate or resisted participating

### **Student Growth and Development (45%)**

- 45% of a teacher's evaluation shall be based on attainment of Student Learning Objectives (SLOs), using multiple indicators of academic growth and development to measure success.
- The process for assessing student growth using multiple indicators of academic growth and development is developed through mutual agreement by each teacher and his or her evaluator at the beginning of the year (or mid-year for semester classes).
- One half or 22.5% of the IAGDs shall be based on a standardized measure, if available and appropriate, and used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time.
- A minimum of 1 non-standardized indicator is used in rating 22.5% of IAGDs. The non-standardized indicators will be rated against a rubric.

### **Whole School Student Learning Indicator (5%)**

- **Whole School Student Learning Indicator**  
Shared Services staff's performance ratings will include the whole school learning indicator rating for whatever school they are placed in for the majority of their time within the Shared Services system.

The Whole School Student Learning Indicator is based on the administrator's progress on student learning indicator targets, which correlate to the student learning rating on an administrator's evaluation (the 45% component) of the administrator's summative rating.

### Summative Scoring:

- The summative rating will be determined using the three-step process as defined by SEED Guidelines.

1. Calculate a **Teacher Practice Related Indicator Rating** by combining the Observation of Teacher Performance and Practice Score and the Stakeholder/Parent Feedback score.
2. Calculate a **Student Related Indicators Rating** by combining the Student Growth and Development score and the Whole-School Learning score.

*\*\* Use the Four-Level Summative Matrix (SEED) to determine Summative Rating*

#### Support and Development:

Teacher effectiveness or ineffectiveness shall be defined utilizing a pattern of summative ratings derived from the evaluation system. A pattern may consist of a pattern of one.

Novice teachers shall generally be deemed effective if the educator receives at least two sequential “effective” or “exemplary” ratings, one of which must be earned in the fourth year of the novice teacher’s career. A “below standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “effective” ratings in years three and four.

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

#### Improvement and Remediation Plans:

Shared Services will create support plans for individual teacher improvement and remediation for teachers whose performance is developing or below standard. These plans will be developed in consultation with the teacher and his/her union representative. Each plan will indicate resources, timelines and indicators of success.

#### Dispute-Resolution:

Shared Services will create a plan for dispute resolution for teachers whose performance designation is in question. Every effort will be made to find a resolution between the educator and the evaluator.

Dispute resolutions meetings will be conducted in consultation with the teacher and his/her union representative. The Committee for Shared Services shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan. The Executive Director is the final decision maker when a resolution cannot be reached.



Regarding the aforementioned subjects, this provision is to be utilized in accordance with the specified processes and parameters regarding objectives, evaluation period, feedback, and professional development contained in the document entitled “Connecticut Guidelines for Educator Evaluation” dated 2017.

#### Professional Learning, Career Development and Professional Growth

Shared Services will provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; differentiated career pathways; and targeted professional development based on areas of need.

**ADMINISTRATOR EVALUATION  
PROCESS**

**SHARED SERVICES**

**2018-2019**



# SEED Handbook

## Connecticut's System for Educator Evaluation and Development

Connecticut's State Model for Educator Evaluation and Support



Connecticut State Department of Education

Revised October 2017

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Levy Gillespie

Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator

Connecticut State Department of Education

450 Columbus Boulevard, Suite 607

Hartford, CT 06103

860-807-2071

[Levy.Gillespie@ct.gov](mailto:Levy.Gillespie@ct.gov)

**Connecticut State Department of Education**

**Bureau of Educator Effectiveness**

**Talent Office Staff**

Sarah Barzee	Chief Talent Officer
Kimberly Audet	Associate Education Consultant
Sharon Fuller	Education Consultant
Claudine Primack	Education Consultant
Kim Wachtelhausen	Education Consultant
Gady Weiner	Data Manager

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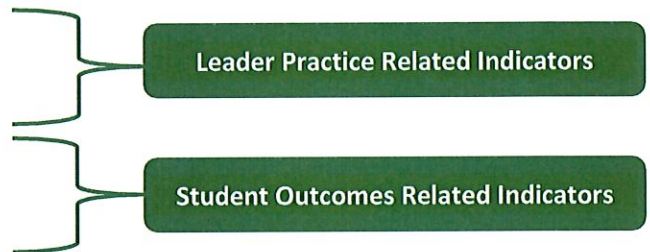
# Administrator Evaluation and Support

## Purpose and Rationale

The Connecticut State Department of Education (CDSE) designed model for the evaluation and support of administrators in Connecticut is based on the *Connecticut Guidelines for Educator Evaluation (Core Requirements)*, developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut’s System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with the Performance Evaluation Advisory Council (PEAC) and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use.

**The SEED model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:**

- Observation of Leadership Performance and Practice (40%)
- Stakeholder Feedback (10%)
- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%)



## Additional Requirements for Administrator Evaluation and Support Plans

In addition, this document includes “Points for District Consideration” to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

**PLEASE NOTE:** In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. In response to requests from districts for further clarification on these requirements, we have provided “Points for Consideration” to assist districts and their PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-sponsored training as described within this document.

Any variation from the components of administrator evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan.

This section of the 2017 SEED Handbook outlines the state model for the evaluation of school and

school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

**The model describes four levels of performance for administrators and focuses on the practices and outcomes of Proficient administrators. These administrators can be characterized as:**

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an *exemplary* performance level for those who exceed these characteristics, but *exemplary* ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A *proficient* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

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

# Administrator Evaluation Overview

## Administrator Evaluation and Support Framework

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

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



- **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of administrator’s contributions to student academic progress, at the school and classroom level. This area is comprised of two components:
    - **Student Learning (45%)** assessed by performance and growth on locally-determined measures.
    - **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs).

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

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

### **Process and Timeline**

This section describes the 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 annual cycle below allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.



\* *Summative assessment to be finalized in August.*

### Goal-Setting and Planning

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

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

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as “3-2-1 goal-setting.”

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 62 for details) and one target related to stakeholder feedback (see page 62 for details).

Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the CCL:CSLS. The *CT Leader Evaluation and Support Rubric 2017* operationalizes the six performance expectations of the CCL:CSLS in a standards-based rubric that describes indicators of leadership practice in four domains. The rubric also establishes a common language to guide professional conversations about leadership practice. While administrators are rated on all four domains of the rubric, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and

practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support 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 completed form on page 48 represents a sample evaluation and support plan.

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

**Questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:**

- Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
- Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
- Do the practice focus areas address growth needs for the administrator? Does at least one of the focus areas address instructional leadership?

## Sample Evaluation and Support Plan

Administrator's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

School \_\_\_\_\_

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	<b>SLO 1:</b> Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	<b>Focus Area 1:</b> Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	<b>SLO 2:</b> 90% of students complete 10th grade with 12 credits.	<b>Focus Area 2:</b> Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Core standards reading strategies and expectations	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer	
87% of 10th graders are proficient in reading, as evidenced by STAR assessment scores (if available).	<b>SLO 3:</b> 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade.		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	<b>Survey 1:</b> 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

## Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two, and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. See the [SEED website](#) for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 48, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his/her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

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

### A note on the frequency of school site observations:

Guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- At least 4 observations for any administrator new to their district, school, the profession or who has received a summative rating of *Developing* or *Below Standard* in the previous year.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation

about an administrator's practice.

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

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

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a mid-year formative review, 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 influence accomplishment of outcome goals; goals may be changed at this point.

### **End-of-Year Review**

In the spring, the administrator takes an opportunity to assess his/her practice on all four domains of the *CT Leader Evaluation and Support Rubric 2017*. For each attribute of the eleven indicators in the rubric, the administrator determines whether he/she:

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

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

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the end-of-year summative review as an opportunity for the self-reflection to inform the summative rating.

### **Summative Review and Rating**

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

### **Ensuring Fairness and Accuracy: Evaluator Training**

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

School districts who have adopted the SEED model will be expected to engage in a comprehensive training that will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CT Leader Evaluation and Support Rubric 2017;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CT Leader Evaluation and Support Rubric 2017;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

### Points for District Consideration

If training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal, if applicable

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

Summative ratings must be completed for all administrators by **June 30** of a given school year.

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

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

## Support and Development

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

## Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

### Points for District Consideration

Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process; and
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in alignment and coherence efforts. This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice; and
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

*Connecticut Standards for Professional Learning* and Connecticut's definition for professional learning can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2762&Q=335700>.



## Improvement and Remediation Plans

If an administrator's performance is rated as *Developing* or *Below Standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and Remediation Plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

1. **Structured Support** - An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance** - An administrator would receive special assistance when he/she earns an overall performance rating of *Developing* or *Below Standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance** - An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

### Points for District Consideration

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *Proficient*.
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.

## Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator Improvement and Remediation Plans for peers whose performance is *Developing* or *Below Standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals

for continuous growth and development.

### Points for District Consideration

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional learning.
- Support high-quality evaluation that aligns school accountability with teacher and administrator evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals/administrators.

## Leadership Practice Related Indicators

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

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

### Component #1: Observation of Leadership Practice (40%)

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

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

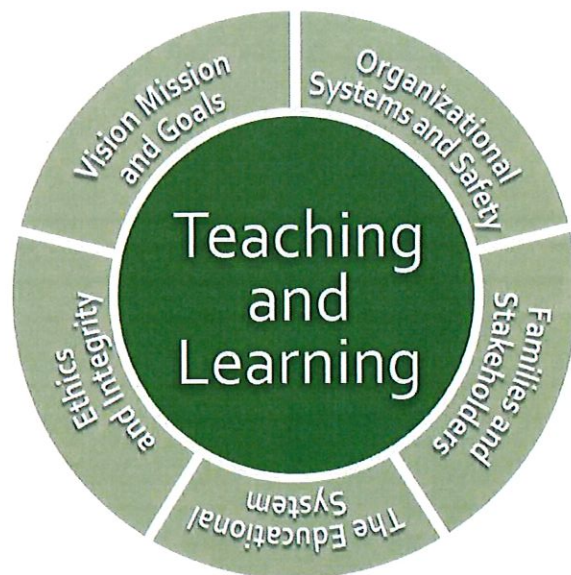
1. **Vision, Mission and Goals** - Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
2. **Teaching and Learning** - Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safety** - Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. **Families and Stakeholders** - Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.

5. **Ethics and Integrity** - Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System** - Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

In 2015, the CSDE convened a committee that included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. The committee reviewed work that was currently in progress by other organizations as well as research regarding a rubric for the observation of administrator performance and practice. With a focus on creating a tool that aligns with the CCL-CSLS as well as school and district improvement processes and that can be used to support continuous growth and development of administrators, the committee developed an improved *CT Leader Evaluation and Support Rubric 2015*. The Rubric is organized into four domains, each with two or three indicators of leadership practice. To assist in identifying areas of strength and areas in need of development, each indicator includes attributes with descriptors across four levels of performance. An added feature to the rubric includes examples of potential sources of evidence for each indicator.

In 2017, the CSDE, in partnership with Professional Examination Service, engaged CT administrators and evaluators in a validation process of the *CT Leader Evaluation and Support Rubric 2015*. The validation process included a fairness review to ensure that the rubric language is free of bias and equally applicable to administrators across building-level and district-level assignments. Surveys provided a quantitative and qualitative analysis of the rubric at the domain, indicator, attribute, and behavioral progression level. The updated version of the *CT Leader Evaluation and Support Rubric 2017* is available on the [SEED website](#).

#### Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals. For assistant principals and other school or district-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends

on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric 2017 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 concept demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

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

#### **Strategies for Using the CCL Leader Evaluation Rubric 2017**

- **Helping administrators get better** - The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.
- **Making judgments about administrator practice** - In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.
- **Assigning ratings for each performance expectation** - Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.
- **Assessing the practice of administrators other than principals** - All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

## 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<sup>5</sup> ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff<sup>6</sup>.

#### The Leader:

Indicator	Below Standard	Developing	Proficient	Exemplary
<b>1. Information &amp; analysis shape vision, mission and goals</b>	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.
<b>2. Alignment to policies</b>	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.

### Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the 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

<sup>5</sup> Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions).

<sup>6</sup> All educators and non-certified staff

by the evaluator completing the evaluation:

The administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator’s leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *Developing* or *Below Standard*.**
2. The administrator and evaluator hold a mid-year formative conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Proficient, Developing or Below Standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

**Principals and Central Office Administrators:**

Exemplary	Proficient	Developing	Below Standard
Exemplary on Teaching and Learning +	At least <i>Proficient</i> on Teaching and Learning +	At least <i>Developing</i> on Teaching and Learning +	<i>Below Standard</i> on Teaching and Learning or
Exemplary on at least 2 other performance expectations +	At least <i>Proficient</i> on at least 3 other performance expectations +	At least <i>Developing</i> on at least 3 other performance expectations	<i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

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

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on at least half of measured performance expectations +	At least <i>Proficient</i> on at least a majority of performance expectations +	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard</i> on at least half of performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

## Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator’s summative rating.

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

### Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended

survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in Connecticut, and districts are strongly encouraged to use these state model surveys.

See the [SEED website](#) for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

#### **SCHOOL-BASED ADMINISTRATORS**

- Principals:
  - All family members
  - All teachers and staff members
  - All students
- Assistant Principals and other school-based administrators:
  - All or a subset of family members
  - All or a subset of teachers and staff members
  - All or a subset of students

#### **CENTRAL OFFICE ADMINISTRATORS**

- Line managers of instructional staff (e.g., Assistant/Regional Superintendents):
  - Principals or principal supervisors
  - Other direct reports
  - Relevant family members

**Leadership for offices of curriculum, assessment, special services and other central academic functions:**

- Principals
- Specific subsets of teachers
- Other specialists within the district Relevant family members



**Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles:**

- Principals
- Specific subsets of teachers
- Other specialists within the district

**Stakeholder Feedback Summative Rating**

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

Exceptions to this include:

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

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

**Step 1** - Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

**Step 2** - Review baseline data on selected measures, which may require a fall administration of the survey in year one.

**Step 3** - Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

**Step 4** - Later in the school year, administer surveys to relevant stakeholders.

**Step 5** - Aggregate data and determine whether the administrator achieved the established target.

**Step 6** - Assign a rating, using this scale:

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

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

## Examples of Survey Applications

### Example 1:

School 1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “Students are challenged to meet high expectations at the school” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
<b>Stakeholder Feedback Rating: “Developing”</b>	

### Example 2:

School 2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students. Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
<b>Stakeholder Feedback Rating: “Proficient”</b>	

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

**Student Outcomes Related Indicators includes two components:**

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

## **Component #3: Student Learning (45%)**

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

### **Locally-Determined Measures (Student Learning Objectives)**

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

- All measures must align to Connecticut Core Standards and other Connecticut content standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in CT's Next Generation Accountability System. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

	SLO 1	SLO 2	SLO 3
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion	
<b>High School Principal</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
<b>Elementary or Middle School AP</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>High School AP</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>Central Office Administrator</b>	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

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

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

Grade Level/Role	SLO
<b>2nd Grade</b>	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
<b>Middle School</b>	The principal will analyze student growth using the Writing to Sources assessments. Growth will be measured in each of the following categories: Narrative, Expository/Informational and Argument Writing. Students in grades 7 and 8 will show an overall average of 11 points growth when comparing the Fall 2017 and Spring 2018 assessments.
<b>High School</b>	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
<b>Central Office Administrator</b>	By June 1st, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%.  (Curriculum Coordinator)

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

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

summative data to inform summative ratings.

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

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

## Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ SLOs – make up 5% of an administrator’s evaluation.

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

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

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

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

# Summative Administrator Evaluation Rating

Every educator will receive one of four performance<sup>7</sup> ratings:

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

A rating of *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 domains of the CT Leader Evaluation and Support Rubric 2017; Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers *Proficient* on the student growth portion of their evaluation.

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

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

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

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

## Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

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<sup>7</sup> The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Each step is illustrated below:

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

The practice rating derives from an administrator’s performance on the domains of the *CT Leader Evaluation and Support Rubric 2017* and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

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

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

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

The outcomes rating is derived from student learning as measured by student learning objectives and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 76.

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



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

**C. OVERALL: Leader Practice + Student Outcomes**

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

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

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

**Adjustment of Summative Rating:**

Summative ratings must be completed for all administrators by June 30 of a given school year.

## Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

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

## Dispute-Resolution Process

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