

CONNECTICUT STATE DEPARTMENT OF EDUCATION

SEED: Connecticut's System for Educator Evaluation and Development

Pilot State Model

SEED



Connecticut's
System for Educator Evaluation and Development

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Pilot Districts

The following districts/district consortia are participating in the pilot of the new evaluation system in School Year 2012-13:

Bethany

Branford

Bridgeport

Capitol Region Education Council

Columbia, Eastford, Franklin, Sterling

Litchfield & Region 6

Norwalk

Waterford

Windham

Windsor

Performance Evaluation Advisory Council Members

<u>Names</u>	<u>Title</u>	<u>Organization Represented</u>
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Carole Clifford	Professional Development Coordinator	American Federation of Teachers-CT (AFT)
Dennis Carrithers	Assistant Executive Director	CT Association of Schools (CAS)
Diane Ullman	Interim Chief Talent Officer	CSDE
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Mary Loftus Levine	Executive Director	CT Education Association (CEA)
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Connecticut State Pilot Administrator Evaluation Model

The contents of this draft are meant for use in pilot districts during the 2012-2013 school year.

The state may refine the tools provided in this document for visual clarity and ease of use and in advance of fall implementation for the pilot in 2012-2013, the CSDE may make a final set of revisions.

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Introduction

This document outlines a new 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 model defines principal effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes 4 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 state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities

The model includes a level of performance ("Exemplary") 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. "Proficient" 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 so that we have 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.

The model described here was developed by New Leaders, a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed, and a group of Connecticut stakeholders convened as the Principal Working Group of the Performance Evaluation Advisory Committee (see **Appendix A**, "List of Working Group Members"). It is built on both research on principal evaluation and the practice of states across the country and within Connecticut. The model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The model does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.

In the 2012-2013 school year, ten Connecticut school districts will implement this model on a pilot basis for their 092 administrators (along with new evaluation systems for other educators), and the University of Connecticut will conduct a comprehensive evaluation of the pilot implementation to inform ongoing design and implementation of the state models (see **Appendix B**, "Pilot Districts"). In the next year (2013-2014), all districts in Connecticut are required to implement new educator evaluation systems that meet new statutory and regulatory requirements. While districts may design their own systems, they may also use this model. Districts choosing to use parts of the

model, but not the whole model, must submit their evaluation systems for review by the Commissioner of Education, per the state guidelines.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the model.

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

Core design principles

The Working Group has designed this state model for the evaluation of principals and other administrators on the basis of 4 core design principles that, we believe, will resonate with educators and leaders in many districts.

- 1. Focus on what matters most:** The State Board guidelines for evaluation specifies 4 areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first 2 components make up 85% of an administrator’s evaluation, we focus the bulk of our model design on specifying these two components. In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.
- 2. Emphasize growth over time:** The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.
- 3. Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.
- 4. Consider implementation at least as much as design:** We tried to avoid over-designing the system for two reasons: (1) the pilot provides a significant opportunity for the state to learn and adapt the model before full implementation; and (2) the model should not be so

difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

The Model's Four Components

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on 4 components:

1. Leadership practice (40%)

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

Leadership practice is 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 6 performance expectations.

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

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

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

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

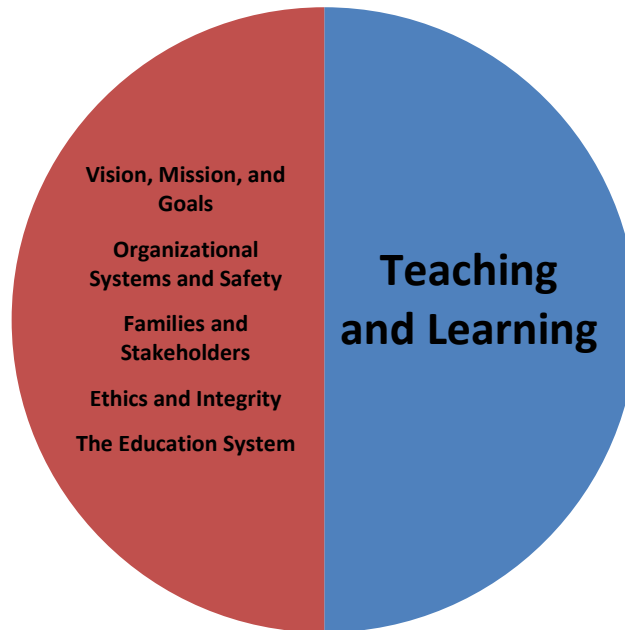
5: Ethics and Integrity: *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*

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

All 6 of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and**

Learning), comprises half of the leadership practice rating and the other 5 performance expectations are equally weighted.

Figure 1: Leadership Practice –6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the 6 Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While we know that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric (Appendix N)** which describes leadership actions across 4 performance levels for each of the 6 performance expectations and associated elements. The 4 performance levels are:

- 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.
- 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.
- 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, separated by dashes, are often included as indicators for all levels other than *Proficient*. Each of the concepts demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

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

See **Figure 2** for an excerpt from the rubric. The full rubric can be found in **Appendix N**.

Strategies for using the Leader Evaluation Rubric:

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

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

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

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

Figure 2: An excerpt from the Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission, and Goals

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

Element A: High Expectations for All

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

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Information & analysis shape vision, mission, and goals</i>	<ul style="list-style-type: none"> relies on their own knowledge and assumptions to shape school-wide vision, mission, and goals. 	<ul style="list-style-type: none"> increasingly uses data to set goals for students shapes a vision and mission based on limited data and analysis 	<ul style="list-style-type: none"> uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals. 	<ul style="list-style-type: none"> uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. <i>Alignment to policies</i>	<ul style="list-style-type: none"> does not align the school's vision, mission, and goals to district, state or federal policies. 	<ul style="list-style-type: none"> establishes school vision, mission, and goals that are partially aligned to district priorities. 	<ul style="list-style-type: none"> aligns the vision, mission, and goals of the school to district, state, and federal policies. 	<ul style="list-style-type: none"> builds the capacity of all staff to ensure the vision, mission, and goals are aligned to district, state, and federal policies

¹ **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.)

² **Staff:** All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating:

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the principal's leadership practice across the 6 performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

1. The administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator's leadership practice. (Supported by "Goal-Setting Form," **Appendix C**)
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified areas for development. **Principal evaluators must conduct at least 2 school site observations for any principal and should conduct at least 4 school site observations for principals who are new to their district, school, the profession, or who have received ratings of developing or below standard.** Assistant principal evaluators shall conduct at least 4 observations of the practice of the assistant principal. (Supported by "Observation Form," **Appendix D**)
3. The administrator and evaluator hold a mid-year formative conference, with a focused discussion of progress toward proficiency in the performance areas identified as needing development. (Supported by "Mid-year Check-in Form" and "Feedback Form," **Appendices E and F**)
4. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas. (Supported by "Self-Assessment Form," **Appendix, G**)
5. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, 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. (Supported by "Summative Rating Form," **Appendix H.**)

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
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 performance expectation	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 School-Based Administrators:

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

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.

There are a multitude of survey instruments that districts might select to generate feedback which vary significantly in quality and cost. The state may invest in the design and validation of a survey instrument to assess leaders’ effectiveness. In the meantime, we offer this framework for districts that are selecting or designing appropriate survey instruments to provide principals with meaningful feedback.

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.

See Appendix I for examples of each type of survey as well as sample questions that align to the Connecticut 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 Connecticut 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 we advise administrators and their evaluators to select relevant portions of the survey's results to incorporate into the evaluation model.

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

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

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

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

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

- 1) Select appropriate survey measures aligned to the Connecticut Leadership Standards
- 2) Review baseline data on selected measures
- 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)
- 4) Later in the school year, administer surveys to relevant stakeholders
- 5) Aggregate data and determine whether the administrator achieved the established target
- 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.

Examples of Survey Applications:

Example #1:

School #1 has mid-range student performance results and is working diligently to improve outcomes 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 Connecticut 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 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 <i>"Students are challenged to meet high expectations at the school"</i> 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.
Stakeholder Feedback Rating: "Developing"	

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 Principal Evaluation 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 decide to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Connecticut Leadership Standard #3). 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 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.
Stakeholder Feedback Rating: "Proficient"	

3. Student learning (45%)

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

State Measures of Academic Learning

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

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
3. SPI rating – absolute measure of student achievement on Connecticut's standardized assessments
4. SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

See **Appendix J** for a complete definition of Connecticut's measures of student academic learning, including a definition of the School Performance Index.

Note: All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, we recommend that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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

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

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Does Not meet Target (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 majority* of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

	OR The school does not have any subgroups of sufficient size			
SPI Rating	89-100	77-88	64-76	<64
SPI Rating for Subgroups	The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups	The gap between the “all students” group and the majority of subgroups is <10 SPI points	The gap between the “all students” group and at least one subgroup is >10 SPI points.	The gap between the “all students” group and all subgroups is >10 SPI points.

***Note:** If a school has only 4 or 2 subgroups, it must meet the targets for 3 or 2 subgroups in order for the school administrator to receive a score of 3. If the school has no subgroups, the administrator should receive a score of 4. If a school has no target for SPI progress and its SPI does not decrease, the administrator should receive a score of 4. If its SPI goes down, the administrator should receive a score of 1 or 2 according to the magnitude of the SPI reduction.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weight the 4 measures according to local priorities for administrator evaluation, we recommend the following weights:

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

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

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

See **Appendix K** for sample calculations of evaluation ratings for administrators in schools with different SPI ratings and levels of progress.

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.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures

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

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

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	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.	
High School AP	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.	
Central office administrator	Broad discretion: 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 state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

See **Appendix L** for a non-exhaustive list of assessments and other indicators. Below are a few examples:

Grade level	Indicator of academic Growth and Development	Goal	SLO
Second Grade	Students making at least one year's worth of growth in reading	Among second graders who stay in my school from September to May, 80% will make at least one year's worth of growth in their reading skills	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least a 4 on the CMT section concerning science inquiry	7th grade CMT
High School	Credit accumulation	95% of students complete tenth grade with <u> </u> credits	Grades

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities), and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable student learning objective for the chosen assessments/indicators (See **Appendix M** for a template for setting SMART goals.)
- The principal shares the student learning objectives with her/his evaluator, informing a conversation designed to ensure that:

- The objectives are adequately ambitious
- There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives
- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

We describe the broader purpose and structure of this conversation later.

- The principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

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

		State Test Portion			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion	Exemplary	Exemplary	Exemplary	Proficient	Gather more information
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Gather more information	Developing	Below Standard	Below Standard

4. Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives – 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 Connecticut’s teacher evaluation state model (also being piloted this year), teachers are assessed in part on their accomplishment of student learning objectives. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

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

Exemplary	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

Why not include other options for measuring teacher effectiveness?

We explored several other options for measuring teacher effectiveness, but ran into obstacles. For example:

- * One measure of a principal’s influence on teacher effectiveness is the degree to which he/she retains high performers. However, principals vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.

- * Another measure of a principal’s influence on teacher effectiveness is whether teachers’ overall evaluation ratings improve. However, we wanted to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

The state will continue to explore measures of teacher effectiveness.

For assistant principals, measures of teacher effectiveness are the same, but focus only on those teachers the assistant principal is responsible for evaluating. If the assistant principal’s job duties do not include teacher evaluation, then the teacher effectiveness rating for the principal of the school applies the assistant principal.

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. We describe an annual cycle (see **Figure 3** below) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and do-able process. We also know that the process can easily devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, we encourage two things:

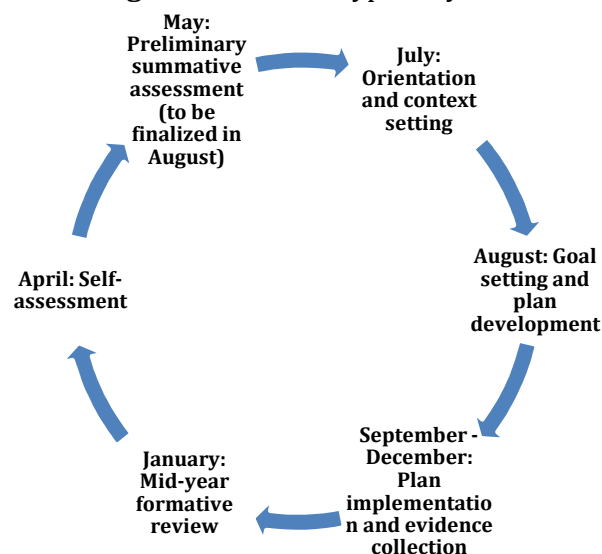
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Overview of the Process:

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 so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

Figure 3: This is a typical cycle:

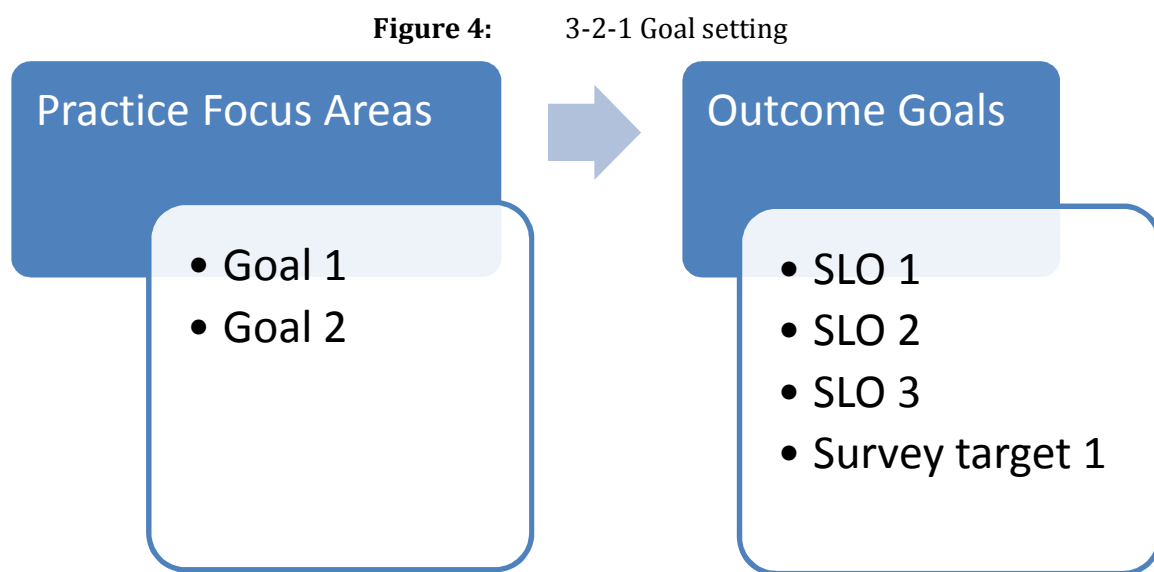


Step 1: Orientation and context setting: To begin the process, the administrator needs 5 things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his or 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.

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

Step 2: Goal-Setting and Plan Development: Before a school year starts, administrators identify 3 student learning objectives and 1 survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine 2 areas of focus for their practice. We call this "**3-2-1 goal-setting.**"



Administrators should start with the outcomes they want to achieve. This includes setting 3 student learning objectives (see page 11 for details) and 1 target related to stakeholder feedback (see page 8 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 Connecticut School Leadership Standards. While administrators are rated on all 6 Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify 2 specific areas of growth. 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 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 following completed form represents a sample evaluation plan.**

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

Administrator Name

Evaluator Name

School

Practice Focus Area	Outcome Goal	Key Activities/ Strategies	Outcomes (Measurable)	Timeline for Measuring Goal Outcomes
Focus Area 1 Performance Expectation: <u>2: Teaching and Learning</u> Element: <u>C. Assessment and Accountability</u>	SLO 1: Increase ELL cohort graduation rate by 2% and the extended graduation rate by 3% SLO 2: 90% of students complete tenth grade with 12 credits SLO 3: 95% of students are reading at grade level at the end of tenth grade	Use current data to provide regular updates to families on student progress and needs for improvement Ensure students have access to resources and opportunities that extend learning beyond the classroom walls	ELL graduation rate increases by 2% over last year and the extended graduation rate increases by 3% 90% of students have at least 12 credits when entering the eleventh grade. Summative assessments indicate that 95% of students are reading on grade level at the end of tenth grade	2012-2013 school year
Focus Area 2 Performance Expectation: <u>2: Teaching and Learning</u> Element: <u>B. Curriculum and Instruction</u>	Survey 1: Students are taught in a way that meets their diverse learning needs	Provide staff the necessary resources to use evidence-based strategies and instructional practices to meet the diverse learning needs of their students	90% of students report by survey response that teachers present material in a way they can understand and learn from	

Do you have a good evaluation plan?

Here are some questions to consider in assessing whether an administrator's evaluation plan is likely to drive continuous improvement:

1. Are the goals clear and measurable, so that you will know whether you have achieved them?
2. Can you see a through-line from district priorities to the school improvement plan to the evaluation plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

Step 3: 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 2, 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 visits to observe principal practice can vary significantly in length and setting (see box below for some examples). We recommend that evaluators plan their 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 **Appendices E and G** for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, we don't prescribe any evidence requirements. Rather, we rely 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 plan on page 21, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their 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

Further, the evaluator may want to establish a schedule of school 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 plan. Subsequent visits might be planned at 2- to 3-month intervals.

A note on the frequency of school site observations: State guidelines call for administrator to include:

- 2 observations for each administrator
- 4 observations for assistant principals and for any administrator new to their district, school, the profession, or who has received ratings of developing or below standard.

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

Step 4: Mid-year formative review: Midway through the school year (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 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 5: Self-Assessment: In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, using the form in **Appendix C**, the administrator determines whether he/she:

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

The administrator should also review their focus areas and determine if they consider themselves 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. We believe that including the self-assessment just prior to the end-of-year summative review positions this step as an opportunity for the principal's self-reflection to inform their rating for the year.

The administrator submits their self-assessment to their evaluator.

Step 6: 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, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The superintendent completes the summative evaluation report, shares it with the principal, 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, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data 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 are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the student learning objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Summative Rating:

Each administrator shall annually receive a summative rating in one of 4 levels:

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities

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 3 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 categories of steps: (a) determining a **practice** rating, (b) determining an **outcomes** rating, and (c) combining the two into an overall rating.

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

The **practice** rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form in Appendix H, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either exemplary or below standard, respectively.

(b) OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form in Appendix H, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either exemplary or below standard, respectively.

(c) OVERALL: Practice (50%) + Outcomes (50%) = 100%

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

OVERALL SUMMATIVE RATING		Leadership Practice Rating			
		4	3	2	1
Overall Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	<i>Gather further information</i>
	2	Rate Proficient	Rate Developing	Rate Developing	Rate Below Standard
	1	<i>Gather further information</i>	Rate Below Standard	Rate Below Standard	Rate Below Standard

Appendices

Appendix A: Connecticut Principal Evaluation Working Group Members

Pam Aubin

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Robert Villanova

Rosie Vojtek

Elaine Whitney

Appendix B: Connecticut Administrator Evaluation/Sample Goal-Setting Form

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

Administrator Name

Evaluator Name

School

Practice Focus Area	Outcome Goal	Key Activities/ Strategies	Outcomes (Measurable)	Timeline for Measuring Goal Outcomes
Focus Area 1 Performance Expectation: _____ Element: _____				
Focus Area 2 Performance Expectation: _____ Element: _____				

Appendix C: Connecticut Administrator Evaluation/Sample Observation Form

This observation form is intended for use by evaluators when conducting their observations of administrator practice.		
Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.		
Administrator Name		
Evaluator Name		
School		
Performance Expectations and Elements	Identified for Focus Area? (X if Yes)	Notes and Evidence
Performance Expectation 1: Vision, Mission and Goals A: High Expectations for All B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals C: Continuous Improvement toward the Vision, Mission, and Goals		
Performance Expectation 2: Teaching and Learning A: Strong Professional Culture B: Curriculum and Instruction C: Assessment and Accountability		
Performance Expectation 3: Organizational Systems and Safety A: Welfare and Safety of Students, Faculty, and Staff B: Operational Systems C: Fiscal and Human Resources		
Performance Expectation 4: Families and Stakeholders A: Collaboration with Families and Community Members B: Community Interests and Needs C: Community Resources		
Performance Expectation 5: Ethics and Integrity A: Ethical and Legal Standards of the Profession B: Personal Values and Beliefs C: High Standards for Self and Others		
Performance Expectation 6: The Education System A: Professional Influence B: The Educational Policy Environment C: Policy Engagement		

Appendix D: Connecticut Administrator Evaluation/Sample Mid-Year Evaluation Form

This mid-year check in form is to be completed by the evaluator following the mid-year check-in conference with the administrator. Record the administrator's goals, progress to date, interim outcomes, and further actions/revisions necessary to achieve each goal.

Administrator Name

Evaluator Name

School

Practice Focus Area	Outcome Goal	Progress to Date	Interim Outcomes (Measurable)	Further Actions/Revisions Necessary to Achieve Goal
Focus Area 1 Performance Expectation: _____ Element: _____				
Focus Area 2 Performance Expectation: _____ Element: _____				

Appendix E: Connecticut Administrator Evaluation/ Sample Feedback Form

This feedback form is to be completed by the evaluator following the mid-year check-in conference with the administrator. Record the administrator's goals, specific evidence that was collected and feedback for the administrator to reflect on as they work toward reaching their goals. You may also include evidence and feedback in non-goal areas.

Administrator Name

Evaluator Name

School

Practice Focus Area	Outcome Goal	Evidence Collected	Feedback for Reflection
Focus Area 1 Performance Expectation: _____ Element: _____			
Focus Area 2 Performance Expectation: _____ Element: _____			

Appendix F: Connecticut Administrator Evaluation/ Sample Self-Assessment Form

This self-assessment form is intended for use by administrators in assessing their own leadership practice. Please review student achievement data and other relevant data, reflect on your practice against the data and the standards and elements of the Connecticut School Leadership Standards. Indicate the level of performance that you think best reflects your practice on each element.

Administrator Name

School

How effective is your leadership practice in each of the following Performance Expectations (PE)?	I need to grow and improve my practice on this PE.	I have some strengths on this PE but need to continue to grow and improve.	I am consistently effective on this PE.	I can empower others to be effective on this PE.
Performance Expectation 1: Vision, Mission and Goals A: High Expectations for All B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals C: Continuous Improvement toward the Vision, Mission, and Goals				
Performance Expectation 2: Teaching and Learning A: Strong Professional Culture B: Curriculum and Instruction C: Assessment and Accountability				
Performance Expectation 3: Organizational Systems and Safety A: Welfare and Safety of Students, Faculty, and Staff B: Operational Systems C: Fiscal and Human Resources				
Performance Expectation 4: Families and Stakeholders A: Collaboration with Families and Community Members				

B: Community Interests and Needs C: Community Resources				
Performance Expectation 5: Ethics and Integrity A: Ethical and Legal Standards of the Profession B: Personal Values and Beliefs C: High Standards for Self and Others				
Performance Expectation 6: The Education System A: Professional Influence B: The Educational Policy Environment C: Policy Engagement				

Practice Focus Area	Outcome	Progress Made	Comments
Focus Area 1 Performance Expectation: _____ Element: _____			
Goal 2 Performance Expectation: _____ Element: _____			

Appendix G: Connecticut Administrator Evaluation/ Sample Summative Rating Form

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA.

Administrator Name

Evaluator Name

School

Performance Expectations and Elements	Exemplary (4)	Proficient(3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: The Education System				
Stakeholder Feedback Targets	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
Target 1				
Student Learning Objectives	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
SLO 1				
SLO 2				
SLO 3				

Leadership Practice Rating	See decision rule 1
Stakeholder Feedback Rating	See decision rule 2
Overall PRACTICE Rating	See decision rule 3

State Assessment Rating	See decision rule 4
Student Learning Objectives Rating	See decision rule 5
Overall Student Learning Rating	See decision rule 6
Teacher Effectiveness Rating	See decision rule 7
Overall OUTCOMES Rating	See decision rule 8

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

Summative Rating Form (continued) – Decision Rules

Decision Rule 1: Leadership Practice

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 performance expectation	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

Decision Rule 2: Stakeholder Feedback

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

Decision Rule 3: Overall Practice Rating

If the Stakeholder Feedback Rating is	Then the overall Practice rating is:
Exemplary (4)	Leadership Practice rating plus 1
Proficient (3) or Developing (2)	Leadership Practice rating
Below Standard (1)	Leadership Practice rating minus 1

Decision Rule 4: State Assessments

State Assessment Results (Score derived from SPI rating and Progress for All Students and Subgroups)			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Greater than 3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

Decision Rule 5: Student Learning Objectives

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Met all 3 SLO and substantially exceeded at least 2 SLO	Met 2 SLO and made substantial progress on the third	Met 1 SLO and made substantial progress on at least one other	Met 0 SLO; or met 1 SLO and did not make substantial progress on either of the other two

Decision Rule 6: Overall Student Learning

		State Assessment Portion			
		Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Locally-determined Portion	Exemplary (4)	Exemplary (4)	Exemplary (4)	Proficient (3)	Gather more information
	Proficient (3)	Exemplary (4)	Proficient (3)	Proficient (3)	Developing (2)
	Developing (2)	Proficient (3)	Proficient (3)	Developing (2)	Below Standard (1)
	Below Standard (1)	Gather more information	Developing (2)	Below Standard (1)	Below Standard (1)

Decision Rule 7: Teacher Effectiveness

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	61-80% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	41-60% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	0-40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation

Decision Rule 8: Overall Outcomes Rating

If the Teacher Effectiveness rating is	Then the overall Outcomes rating is:
Exemplary (4)	Student Learning rating plus 1
Proficient (3) or Developing (2)	Student Learning rating
Below Standard (1)	Student Learning rating minus 1

Appendix H: Survey Selection for Stakeholder Feedback

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. Districts should select from existing survey instruments or design their own tool to meet the requirements of this portion of the model. For more information on incorporating stakeholder feedback into the evaluation model, including definitions of these survey types, see pages 8-11 in the Model guide.

Survey Types and Examples of Existing Tools:

Districts are free to choose an existing survey instrument, incorporate relevant data from a survey already being administered for other purposes, or design their own tool. (For more information on selection, see pages 8-9 in the Model guide.) The list below is not intended to be exhaustive, but rather to provide a select number of sample instruments that districts can review.

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders.

Examples available in the field:

- **Comprehensive Assessment of Leadership for Learning (CALL) Survey**
Survey administered to principals and teachers, and other staff members, requiring between 45-60 minutes to complete. This is an Open Source tool, although participation in validation study required of all users. A sample survey available on website (www.callsurvey.org), and review of this sample shows alignment with a number of the Connecticut Leadership competencies.
 - **Gallup Q12 Instrument**
This is a 12-item survey administered to teachers and used to measure actionable issues for management related to employee engagement – which is a measure of leadership strength. This instrument was not designed specifically for the education sector but has been applied to principal performance reviews and its domains align to the Connecticut Leadership Standards. Gallup, Inc. administers the tool, which is not an open source resource. For more information, visit the Gallup website at <http://www.gallup.com/consulting/52/employee-engagement.aspx>.
 - **ValED Survey**
The ValED survey is a 360° instrument intended to measure perceptions of principal performance in six “Core Components” (outcomes of effective leadership) and six “Key Processes” (or, leadership actions), which are aligned to Connecticut Leadership Standards. Input is collected from principals and from teachers, and the survey takes about 20-25 minutes to complete. It is administered by Discovery Education, it is not open source. More information can be found at <http://www.discoveryeducation.com/administrators/assessment/val-ed>.
- **School practice surveys** capture feedback related to the key strategies, actions, and events at a school. And 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.

Examples available in the field:

- **NEA School Climate Surveys**
Available for use in districts affiliated with the NEA/CEA, these surveys are designed to capture input from teachers, students, and family members on school climate and satisfaction. They take less than 15 minutes to complete and items are aligned with the Connecticut Leadership Standards.
- **The 5Essentials School Effectiveness Survey**
This tool was developed by the University of Chicago Consortium on School Research, addresses supports required for increased learning within 4 dimensions, one of which is leadership and all of which are aligned to Connecticut Leadership Standards. This survey is administered to teachers and students and requires less than 30 minutes to implement. It is not an Open Source resource, and more information about the tool and pricing is available at www.uchicagoimpact.org/5essentials.
- **Teaching Empowering Leading and Learning (TELL) Survey**
This tool is customizable, with items that can be selected from an item bank along 8 constructs, several of which align to the Leadership Standards. TELL also addresses school leadership as one of its constructs. This instrument, developed by the New Teacher Center, is not open source, and more information about the tool itself and pricing is available on their website: www.newteachercenter.org/tlcsurvey/index.php.
- **Tripod**
Student, teacher, and family surveys incorporated in the Tripod tool capture feedback on teacher practice and student engagement, with application to collecting feedback on the school climate the principal takes the lead in building. In this case, however, alignment to the state Leadership Standards is more tenuous because of the focus on teachers and students. The Tripod tool is administered by Cambridge education and is not open source; more information can be found on their website at www.tripodproject.org.

Additional information about both leadership practice surveys (which are categorized as 360-degree surveys) and school climate surveys can be found in the Guide to Evaluation Products tool built by the National Comprehensive Center for Teacher Quality and available on their website at <http://resource.tqsource.org/gep/>.

Examples: Survey Questions Aligned to Connecticut Leadership Standards

Below are examples of stakeholder feedback survey questions that align to the six performance expectations captured in the Connecticut Leadership Standards. Incorporating feedback about leadership and school practices aligned to these standards is a critical design component of this portion of the administrator evaluation model. These questions are not intended to be applied as a survey themselves, but rather are included to provide examples of the types of questions applicable surveys may ask. Questions are included for each of the three survey types, and similar questions may be asked across all survey types; many school practice surveys or school climate surveys address leadership, for example, and school leadership surveys may ask questions that are not specifically about the principal. All examples below are framed to capture from the respondent the extent to which they agree or disagree with a specific statement (Likert scale rating).

1: Vision, Mission, and Goals: <i>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.</i>		
Leadership Practice Surveys: For all stakeholders: "School leadership has made high expectations for student learning explicit at the school."	School Practice Surveys: For all stakeholders: "I am aware of the expectations for student performance at the school."	School Climate Surveys: For all stakeholders: "Students are challenged to meet high expectations at the school."
2: Teaching and Learning: <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i>		
Leadership Practice Surveys: For teachers: "The principal at my school has established a formal, school wide process to create plans for instructional improvement."	School Practice Surveys: For parents: "My child can get extra help at the school if s/he needs it."	School Climate Surveys: For teachers: "Collaboration and feedback are valued at the school."
3: Organizational Systems and Safety: <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i>		
Leadership Practice Surveys: For all stakeholders: "School leadership takes concrete and consistent action according to established procedures when safety is threatened at school."	School Practice Surveys: For all stakeholders: "Classes at the school are small enough." For all stakeholders: "The school has enough books and supplies."	School Climate Surveys: For all stakeholders: "This school provides a safe environment for teaching and learning." For all stakeholders: "This school provides a welcoming environment."
4: Families and Stakeholders: <i>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.</i>		
Leadership Practice Surveys: For teachers: "When a student is struggling academically, teachers typically involve the student, their family, and other school staff in developing a plan to prevent failure."	School Practice Surveys: For family members: "I am aware of the school priorities and how they are put into practice."	School Climate Surveys: For family members: "I am treated with respect and dignity"

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

Leadership Practice Surveys:

For staff members: "School leadership's actions and statements are clearly aligned."

School Practice Surveys:

For teachers: "Consequences for ethical lapses are clearly known and understood at my school."

School Climate Surveys:

For teachers: "In general, actions that are rewarded at my school reflect the stated values of the school regardless of position or authority."

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.*

Leadership Practice Surveys:

For staff members: "My needs are advocated for outside of the walls of the school."

School Practice Surveys:

For staff members: "There are formal systems in place for me to raise broad concerns affecting the school community."

School Climate Surveys:

For family members: "The school demonstrates an awareness of the values and circumstances of families like mine."

Appendix I: Connecticut's Measures of Student Academic Learning

Measure	Definition
School Performance Index (SPI)	The SPI is a measure of student achievement on Connecticut's standardized assessments – the CMT and CAPT. The SPI is calculated by assigning a weight to the five categories of performance on Connecticut's assessments. For each subject tested on the CMT and CAPT—mathematics, reading, writing, and science—Connecticut reports performance for five achievement levels: Below Basic (BB), Basic (B), Proficient (P), Goal (G), and Advanced (A). The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level and 100 indicates that all students scored at the Goal or Advanced level.
Connecticut Mastery Test (CMT)	The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.
Connecticut Academic Performance Test (CAPT)	The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.
Subgroups	ELLs, students with disabilities, black students, Hispanic students, and students eligible for free or reduced price lunch.

Appendix J: Sample State Assessment Ratings

A school with an SPI of 88 or Greater:

Measure	Score Description	Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	No target because of high performance	4	0.1	0.4
SPI progress for student subgroups	Meets target for 3 of 4 subgroups	3	0.4	1.2
SPI rating	90	4	.1	0.4
SPI rating for student subgroups	Gap between the “all students” group and one subgroup is 12	2	0.4	0.8
Score				2.8
Rating				Proficient

A school with an SPI between 88 and 64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 4 out of 5 subgroups	3	0.5	1.5
SPI rating	75	2	0	0
SPI rating for student subgroups	Gap between the “all students” group and all subgroups is <10	4	0	0
Score				3
Rating				Proficient

A school with an SPI <64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 2 of 3 subgroups	3	0.5	1.5
SPI rating	60	1	0	0
SPI rating for student subgroups	Gap between the "all students" group and one subgroup is 11	1	0	0
Score				3

Appendix K: Additional Student Outcome Indicators

The following is a list of student outcome indicators beyond the state test that are available for inclusion in a district's administrator evaluation model. This list is not intended to be exhaustive or to represent an endorsement of specific tools, but rather to provide examples of a number of possible high-quality and well-aligned measures.

The list includes assessments and indicators suggested by practitioners around Connecticut as well as examples suggested in other state models. The list was developed through consultation, initially informed by a working group of state practitioners and subsequently expanded with input from superintendents and principals from throughout Connecticut. It also draws from similar lists in other state models.

Ultimately, districts will determine which indicators and assessments beyond the state test to include in their model. For more information on selecting other measures and incorporating them into the model, see pages 14 – 16 of the Model Guide.

General Categories of Assessments

Several categories of assessments may be incorporated in the model:

- Curriculum based assessments (end-of-unit, quarterly, mid-year, finals)
- Formative assessments
- Summative assessments
- Progress monitoring Reports
- School-wide rubrics
- Benchmark assessments
- Item banks
- Performance based tasks
- Portfolio based assessments

Screening tools or diagnostic assessments may also be incorporated if they are used for benchmarking or for formative purposes, for which goals can be set and measured.

Specific Assessments

Assessment	Publisher/ Source	Grade Level(s)	Subjects Assessed	Common Application(s) ¹	Population
ABLLS-R (Assessment of Basic Language and Learning Skills – Revised)	Partington Behavior Analysts	K-12	Language acquisition	Progress Monitoring	SPED

¹ “**Assessment Type**” refers to common usage(s) for each assessment, although districts and schools may find other applications for results. Progress Monitoring: tests measuring gains or losses from an established baseline. Formative: tests providing insight for planning purposes. Summative: tests capturing culminating student outcomes.

Acuity	CTB/McGraw-Hill	3-8	ELA, Math	Formative	All
AIMSWEB	Pearson	K-8	ELA, Math	Progress Monitoring	All
AIMSWEB	Pearson	K-1	Native Language Assessment (Spanish)	Progress Monitoring	ELL
AP Program	College Board	9-12	ELA, Math, Science, Social Studies, Arts	Summative	All
Assessment Center/ip Growth	CORE K12 Education	3-12	ELA, Math, Science	Formative	All
Blue Ribbon Testing	Blue Ribbon Testing, Inc.	K-8	Multiple	Progress Reporting, Formative	All
Brigance: Inventory of Early Development II	Curriculum Associates	Birth-Age 7	Multiple	Progress Reporting	All

Children's Progress Academic Assessment	Children's Progress	PreK-3	ELA, Math	Formative	All
Comprehensive Testing Program (CTP)	ERB	1-11	ELA, Math, Science	Summative	All
Connecticut Benchmark Assessment System (CBAS)	Connecticut State Dept. of Education	3-8	ELA, Math	Progress Monitoring	All
Connecticut State Physical Fitness Test	Connecticut State Dept. of Education	4, 6, 8, 10	Physical Education	Summative	All
Degrees of Reading Power (DRP) Program	Questar Assessment, Inc	1-12	Reading	Progress Monitoring, Formative	All
DIBELS	Dynamic Measurement Group	K-6	Reading	Formative, Summative	All
Discovery Education Assessment	Discovery Education	K-8	All subject areas	Progress Monitoring, Formative	All
Discovery Education Assessment	Discovery Education	9-12	English, Algebra	Progress Monitoring, Formative	All
DRA-2+: Developmental Reading Assessment	Pearson	K-8	Reading	Progress Monitoring	All
Explore	ACT Inc.	8-9	ELA, Math, Science	Formative	All
FitnessGram	The Cooper Institute		Physical Education	Summative	All
Fountas & Pinnell Benchmark Assessment System 1	Heinemann	K-2	Reading	Progress Monitoring, Formative	All

Fountas & Pinnell Benchmark Assessment System 2	Heinemann	3-8	Reading	Progress Monitoring, Formative	All
Gates-MacGinitie Reading Tests (GMRT)	The Riverside Publishing Company	K-12	Reading	Progress Monitoring, Summative	All
Group Reading Assessment and Diagnostic Evaluation	Pearson	K-12	Reading	Progress Monitoring	All
International Baccalaureate	International Baccalaureate		Multiple subjects	Summative	All
i-Ready Diagnostic Assessment	Curriculum Associates	K-8	ELA, Math	Progress Monitoring	All
Key Math program assessments	Key Curriculum Press	3-12	Math	Progress Monitoring, Formative	SPED
LAS Links	CTB/McGraw-Hill	K-12	ELA	Progress Monitoring	ELL
Lexia Reading program assessments	Lexia Learning Systems, Inc.	PreK-12	Reading	Progress Monitoring	ELL, SPED
Measures of Academic Progress (ELA, Math)	Northwest Evaluation Association (NWEA)	2-12	ELA, Math	Formative	All
Measures of Academic Progress (Primary Grades)	Northwest Evaluation Association (NWEA)	K-2	ELA, Math	Formative	All
Measures of Academic Progress (Science)	Northwest Evaluation Association (NWEA)	3-10	Science	Formative	All
Metropolitan Achievement Test	Pearson	K-12	Reading, Math	Formative, Summative	All
My Sidewalks on Scott Foresman Reading Street: Intensive Reading Intervention program assessments	Pearson	1-5	Reading	Progress Monitoring, Formative	SPED
Orleans-Hanna Algebra Prognosis Test	Pearson	7-11	Math	Formative	All

Peabody Test of Vocabulary	Pearson	K-6	Reading	Progress Monitoring	All
Performance Based Task Assessment	Pearson	3-12	ELA, Math, Science, Social Studies		All
Performance Series (ELA, Math)	Scantron Corporation	K-12	ELA, Math	Formative	All
Performance Series (Science)	Scantron Corporation	2-8	Science	Formative	All
PLAN	ACT Inc.	10	ELA, Math, Science	Formative	All
President's Physical Fitness Test	The President's Council on Fitness, Sports, and Nutrition		Physical Education	Summative	All
PSAT/NMSQT	College Board	10-11	ELA, Math	Formative	All
QualityCore End of Course Assessments	ACT Inc.	9-12	ELA, Biology, Math	Summative	All
Read Naturally/Read Live program assessments	Read Naturally, Inc.	K-12	Reading	Progress Monitoring	SPED
ReadiStep	College Board	8	ELA, Math	Formative	All
SAT	College Board	10-12	ELA, Math	Summative	All
SAT Subject Tests	College Board	9-12	ELA, Math, Science, Social Studies, Foreign Language	Summative	All
Stanford Achievement Test (10th edition)	Pearson	K-12	ELA, Math, Science, Social Studies	Formative, Summative	All
Stanford English Language Proficiency Test	Pearson	K-12	ELA	Formative	ELL
STAR Early Literacy Enterprise	Renaissance Learning, Inc.	K-3	Literacy	Formative	All
STAR MATH Enterprise	Renaissance Learning, Inc.	K-12	Math	Formative	All
STAR Reading Enterprise	Renaissance Learning, Inc.	K-12	Reading	Formative	All
Teaching Strategies GOLD (Creative Curriculum for Preschool)	Teaching Strategies for Early Childhood	Birth-K	Multiple	Formative	All

TerraNova 3	CTB/McGraw-Hill	K-12	ELA, Math, Science, Social Studies	Summative	All
TerraNova Common Core	CTB/McGraw-Hill	3-8	ELA, Math	Summative	All
The ACT	ACT Inc.	9-12	ELA, Math, Science	Summative	All
The Iowa Tests	The Riverside Publishing Company	K-12	ELA, Math, Science, Social Studies	Formative	All
UConn Early College Experience (ECE) Assessments	University of Connecticut	10-12	Multiple	Summative	All
Wilson Reading System program assessments	Wilson Language Training Corp.	2-12	Reading	Progress Monitoring, Formative	SPED
WPP (Writing Practice Portal)	ERB	3-12	Writing	Progress Monitoring	All
WrAP (Writing Assessment Program) - Elementary	ERB	3-4	Writing	Progress Monitoring, Summative	All
WrAP (Writing Assessment Program) - Intermediate	ERB	5-6	Writing	Progress Monitoring, Summative	All
WrAP (Writing Assessment Program) - Middle	ERB	7-8	Writing	Progress Monitoring, Summative	All

Non-test Indicators

Indicator	Source	Grade Level(s)	Subjects Assessed	Population
Cohort Graduation	CSDE	9-12	n/a	All
Extended Graduation	CSDE	9-12	n/a	All
Credit Accumulation		9-12	All subject areas	All
Drop out Rates	CSDE	Grades: 9-12	n/a	All
Progress on IEP Objectives		All	n/a	SPED

Appendix L: Template for Setting Smart Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task
- Gives a clear framework for creating meaningful and achievable goals
- Accommodates all kinds of goals
- Is easy to teach others how to develop
- Helps to define goals in terms that can be widely understood
- Requires thinking through the implementation as well as the outcome

The characteristics of SMART goals are:

- **Specific**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Ambitious but Achievable**
 - The goal must strike the right balance between being achievable but lofty enough to impact the desired change.
- **Results-Oriented**
 - All goals should be stated as an outcome or result.
- **Time Frame**
 - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:

Create a plan
Start Small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix M: Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission, and Goals

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

Element A: High Expectations for All

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> <i>Information & analysis shape vision, mission, and goals</i> 	<ul style="list-style-type: none"> relies on their own knowledge and assumptions to shape school-wide vision, mission, and goals. 	<ul style="list-style-type: none"> uses data to set goals for students shapes a vision and mission based on basic data and analysis 	<ul style="list-style-type: none"> uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals. 	<ul style="list-style-type: none"> uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
<ul style="list-style-type: none"> <i>Alignment to policies</i> 	<ul style="list-style-type: none"> does not align the school's vision, mission, and goals to district, state or federal policies. 	<ul style="list-style-type: none"> establishes school vision, mission, and goals that are partially aligned to district priorities. 	<ul style="list-style-type: none"> aligns the vision, mission, and goals of the school to district, state, and federal policies. 	<ul style="list-style-type: none"> builds the capacity of all staff to ensure the vision, mission, and goals are aligned to district, state, and federal policies.
<ul style="list-style-type: none"> <i>Diverse perspectives, collaboration, and effective learning</i> 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities. 	<ul style="list-style-type: none"> collaboratively creates a shared vision of high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement. publicly models belief in the potential of every student to achieve at high levels.

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

Performance Expectation 1: Vision, Mission, and Goals

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. <i>Shared understandings guide decisions & evaluation of outcomes.</i>	<ul style="list-style-type: none"> tells selected staff and stakeholders about decision making processes related to implementing and sustaining the vision, mission and goals. 	<ul style="list-style-type: none"> 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 strategies and sustaining the vision, mission and goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <i>and 3 combined—Communicates vision; Advocates for effective learning for all</i>	<ul style="list-style-type: none"> is unaware of the need to communicate or advocate for the school's vision, mission, and goals or for effective learning for all. 	<ul style="list-style-type: none"> builds stakeholders' understanding and support for the vision, mission, and goals. generates some support for equitable and effective learning opportunities for all students. 	<ul style="list-style-type: none"> publicly advocates the vision, mission, and goals so that the school community understands and supports equitable and effective learning opportunities for all students. 	<ul style="list-style-type: none"> 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 the community if these opportunities are not available.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Analyzes data to identify needs and gaps between outcomes and goals</i>	<ul style="list-style-type: none"> is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission. 	<ul style="list-style-type: none"> uses data to identify gaps between current outcomes and goals for some areas of school improvement. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <i>and 3 combined— Uses data and collaborates to design, assess, and change programs</i>	<ul style="list-style-type: none"> is unaware of the need to use data, research or best practice to inform and shape programs and activities 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
4. <i>Identifies and addresses barriers to achieving goals</i>	<ul style="list-style-type: none"> does not proactively identify barriers to achieving the vision, mission, and goals, or does not address identified barriers. 	<ul style="list-style-type: none"> manages barriers to the achievement of the school's vision, mission, and goals on a situational level. 	<ul style="list-style-type: none"> identifies and addresses barriers to achieving the vision, mission, and goals. 	<ul style="list-style-type: none"> 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.
5. <i>Seeks and aligns resources</i>	<ul style="list-style-type: none"> is unaware of the need to seek or align resources necessary to sustain the school's vision, mission, and goals. 	<ul style="list-style-type: none"> aligns resources to some initiatives related to the school's vision, mission, and goals. 	<ul style="list-style-type: none"> seeks and aligns resources to achieve the vision, mission, and goals. 	<ul style="list-style-type: none"> 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.

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. <i>Closes achievement gaps</i>	<ul style="list-style-type: none"> is unaware of the achievement gap. is working toward improvement for only some students. 	<ul style="list-style-type: none"> uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students. 	<ul style="list-style-type: none"> develops shared understanding and commitment to close achievement gaps¹ so that all students achieve at their highest levels. 	<ul style="list-style-type: none"> 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. <i>Supports and Evaluates Professional Development</i>	<ul style="list-style-type: none"> provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content. 	<ul style="list-style-type: none"> provides professional development for staff that addresses some but not all needs for improvement. 	<ul style="list-style-type: none"> supports and evaluates professional development to broaden faculty² teaching skills to meet the needs of all students 	<ul style="list-style-type: none"> 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.
3. <i>and 4 combined—Fosters Inquiry and Collaboration for Improvement</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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 socio-economics 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

4. <i>Supports Teacher Reflection and Leadership</i>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests. 	<ul style="list-style-type: none"> • provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities. 	<ul style="list-style-type: none"> • 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.
5. <i>Provides Feedback to Improve Instruction</i>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • provides sporadic feedback based on data, assessments, or evaluations. • monitors some teachers' practice for improvements based on feedback. 	<ul style="list-style-type: none"> • provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. 	<ul style="list-style-type: none"> • 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.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>and 2 combined—Aligns Curriculum, Instruction, and Assessment to Standards</i>	<ul style="list-style-type: none"> is unaware of how to align curriculum with standards, instruction and assessments. 	<ul style="list-style-type: none"> builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <i>Improves Instruction for the Diverse Needs of All Students</i>	<ul style="list-style-type: none"> supports the use of instructional strategies that do not meet the diverse learning needs of students. 	<ul style="list-style-type: none"> uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations. 	<ul style="list-style-type: none"> uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations ¹ 	<ul style="list-style-type: none"> 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.

4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students. 	<ul style="list-style-type: none"> • empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
5. <i>Provides Resources and Training for Extended Learning</i>	<ul style="list-style-type: none"> • identifies only limited resources and supports for extending learning beyond the classroom. 	<ul style="list-style-type: none"> • promotes learning beyond the classroom • provides inconsistent support and resources to faculty around extending learning opportunities. 	<ul style="list-style-type: none"> • provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls. 	<ul style="list-style-type: none"> • 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. <i>Supports the Success of Faculty and Students as Global Citizens</i> ¹	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • supports some staff and students in developing their understanding of the knowledge, skills, and dispositions needed for success as global citizens. 	<ul style="list-style-type: none"> • assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens. 	<ul style="list-style-type: none"> • 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.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>and 2 combined— Uses Multiple Sources of Information to Improve Instruction</i>	<ul style="list-style-type: none"> monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> uses district, state, national, and international assessments and multiple sources of information¹ to analyze student performance, advance instructional accountability, and improve teaching and learning. 	<ul style="list-style-type: none"> 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. <i>Staff Evaluation</i>	<ul style="list-style-type: none"> conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals. 	<ul style="list-style-type: none"> completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development. 	<ul style="list-style-type: none"> implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement. 	<ul style="list-style-type: none"> 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. <i>Communicates Progress</i>	<ul style="list-style-type: none"> provides limited information about student progress to faculty and families. 	<ul style="list-style-type: none"> provides updates on student progress to faculty and families. 	<ul style="list-style-type: none"> interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders. 	<ul style="list-style-type: none"> 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.

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. <i>Safety and security plan</i>	<ul style="list-style-type: none"> insufficiently plans for school safety. 	<ul style="list-style-type: none"> develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan. 	<ul style="list-style-type: none"> develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders. 	<ul style="list-style-type: none"> continuously engages the school community in the development, implementation, and evaluation of a comprehensive safety and security plan.
2. <i>Positive school climate for learning</i>	<ul style="list-style-type: none"> is unaware of the link between school climate and student learning. acts alone in addressing school climate issues. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> advocates for, creates, and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community. 	<ul style="list-style-type: none"> 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. <i>Community norms for learning</i>	<ul style="list-style-type: none"> uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior. 	<ul style="list-style-type: none"> develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms. 	<ul style="list-style-type: none"> involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning. 	<ul style="list-style-type: none"> 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.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>and 4 combined— Evaluate and Improve operational systems</i>	<ul style="list-style-type: none"> ineffectively monitors operational processes. makes minimal improvements to the operational system. 	<ul style="list-style-type: none"> reviews existing processes and plans improvements to operational systems. 	<ul style="list-style-type: none"> uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system. 	<ul style="list-style-type: none"> continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. <i>Safe physical plant</i>	<ul style="list-style-type: none"> maintains a physical plant that does not consistently meet guidelines and legal requirements for safety. 		<ul style="list-style-type: none"> ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety. 	<ul style="list-style-type: none"> develops systems to maintain and improve the physical plant and rapidly resolve any identified safety concerns .
3. <i>Data systems to inform practice</i>	<ul style="list-style-type: none"> uses existing data systems that provide inadequate information to inform practice. 	<ul style="list-style-type: none"> monitors communication and data systems to provide support to practice. 	<ul style="list-style-type: none"> facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice. 	<ul style="list-style-type: none"> 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.
5. <i>Equipment and technology for learning</i>	<ul style="list-style-type: none"> uses existing equipment and technology or technology that ineffectively supports teaching and learning. 	<ul style="list-style-type: none"> identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment. 	<ul style="list-style-type: none"> oversees acquisition, maintenance, and security of equipment and technologies that support the teaching and learning environment. 	<ul style="list-style-type: none"> 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.

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>and 2 combined</i> —Aligns resources to goals	<ul style="list-style-type: none"> operates a budget that does not align with district or state guidelines. allocates resources that are not aligned to school goals. 	<ul style="list-style-type: none"> develops and operates a budget within fiscal guidelines. aligns resources to school goals and to strengthening professional practice. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <i>Recruits and retains staff</i>	<ul style="list-style-type: none"> uses hiring processes that involve few recruiting sources. provides limited support for early career teachers and has few strategies to retain teachers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> implements practices to recruit, support, and retain highly qualified staff. 	<ul style="list-style-type: none"> 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. <i>Conducts staff evaluations</i>	<ul style="list-style-type: none"> does not consistently implement district/state evaluation processes. evaluation results are not used to improve teaching and learning 	<ul style="list-style-type: none"> prioritizes and completes staff evaluation processes. is beginning to connect evaluation process and results to professional learning. 	<ul style="list-style-type: none"> conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies. 	<ul style="list-style-type: none"> 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.

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. <i>Accesses family and community resources</i>	<ul style="list-style-type: none"> is unaware of how to access resources or support from families and the community. 	<ul style="list-style-type: none"> reaches out to the broader community to access resources and support. secures community resources that are not consistently aligned to student learning. 	<ul style="list-style-type: none"> coordinates the resources of schools, family members, and the community to improve student achievement. 	<ul style="list-style-type: none"> consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. <i>Engages families in decisions</i>	<ul style="list-style-type: none"> provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment. 	<ul style="list-style-type: none"> welcomes family involvement in some school decisions and events that support their children's education. 	<ul style="list-style-type: none"> welcomes and engages all families in decision making to support their children's education. 	<ul style="list-style-type: none"> engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. <i>Communicates with families and community</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> shares information and progress with families. provides opportunities for families and community members to share input and concerns with the school. 	<ul style="list-style-type: none"> uses a variety of strategies to engage in open communication with staff and families and community members. 	<ul style="list-style-type: none"> 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.

Performance Expectation 4: Families and Stakeholders

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. <i>Communicates effectively</i>	<ul style="list-style-type: none"> ineffectively communicates with members of the school community. 	<ul style="list-style-type: none"> communicates clearly with most people. seeks more opportunities to interact with stakeholders. 	<ul style="list-style-type: none"> demonstrates the ability to understand, communicate with and interact effectively with people. 	<ul style="list-style-type: none"> communicates with 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. <i>Understands and accommodates diverse student and community conditions</i>	<ul style="list-style-type: none"> uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics. 	<ul style="list-style-type: none"> collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions. 	<ul style="list-style-type: none"> uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics. 	<ul style="list-style-type: none"> 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. <i>Capitalizes on diversity</i>	<ul style="list-style-type: none"> demonstrates limited awareness of community diversity as an educational asset. 	<ul style="list-style-type: none"> values community diversity. develops some connections between community diversity and educational programs. 	<ul style="list-style-type: none"> capitalizes on the diversity ¹ of the community as an asset to strengthen education. 	<ul style="list-style-type: none"> integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. <i>Collaborates with community programs</i>	<ul style="list-style-type: none"> establishes limited collaboration with community programs. community programs address few student learning needs. 	<ul style="list-style-type: none"> collaborates with community programs to meet some student learning needs. 	<ul style="list-style-type: none"> collaborates with community programs serving students with diverse needs. 	<ul style="list-style-type: none"> builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.

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

5. <i>Involves all stakeholders</i>	<ul style="list-style-type: none"> • provides limited opportunities for stakeholder input. • occasionally excludes or ignores competing perspectives. 	<ul style="list-style-type: none"> • elicits some stakeholder involvement and input. • seeks occasional input from competing educational perspectives. 	<ul style="list-style-type: none"> • involves all stakeholders, including those with competing or conflicting educational perspectives. 	<ul style="list-style-type: none"> • builds a culture of ongoing open discussion for all stakeholders. • actively seeks and values alternate viewpoints.
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Performance Expectation 4: Families and Stakeholders

Element C: Community Resources:

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Collaborates with community agencies</i>	<ul style="list-style-type: none"> works with community agencies when needed. provides limited access to community resources and services to children and families. 	<ul style="list-style-type: none"> collaborates with some community agencies for health, social, or other services. provides some access to resources and services to children and families. 	<ul style="list-style-type: none"> collaborates with community agencies for health, social and other services that provide essential resources and services to children and families. 	<ul style="list-style-type: none"> 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. <i>Develops relationships with community agencies</i>	<ul style="list-style-type: none"> develops limited relationships with community agencies. community partnerships inconsistently meet the needs of the school community. 	<ul style="list-style-type: none"> develops relationships with community organizations and agencies. evaluates some partnerships to ensure benefit to agencies and school community. 	<ul style="list-style-type: none"> develops mutually beneficial relationships with community organizations and agencies to share school and community resources. 	<ul style="list-style-type: none"> 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. <i>Applies resources to meet the needs of children and families</i>	<ul style="list-style-type: none"> does not consistently align resources to the educational needs of the school. 	<ul style="list-style-type: none"> aligns resources to the educational needs of students. supports the educational needs of most families. 	<ul style="list-style-type: none"> applies resources and funds to support the educational needs of all children and families. 	<ul style="list-style-type: none"> identifies educational needs of students and families and aligns all resources to specific needs.

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. <i>Professional Responsibility</i>	<ul style="list-style-type: none"> does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators. 		<ul style="list-style-type: none"> exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators. 	<ul style="list-style-type: none"> continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	<ul style="list-style-type: none"> does not consistently demonstrate personal and professional ethical practices. 		<ul style="list-style-type: none"> models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards. 	<ul style="list-style-type: none"> holds high expectations of themselves, and staff to ensure educational professionalism, ethics, integrity justice and fairness.
3. <i>Equity and Social Justice</i>	<ul style="list-style-type: none"> does not consistently promote educational equity and social justice for students. 	<ul style="list-style-type: none"> earns respect and is building professional influence to foster educational equity and social justice for all stakeholders. 	<ul style="list-style-type: none"> uses professional influence and authority to foster and sustain educational equity and social justice¹ for all students and staff. 	<ul style="list-style-type: none"> 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.
4. <i>Rights and Confidentiality</i>	<ul style="list-style-type: none"> does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality. 		<ul style="list-style-type: none"> protects the rights of students, families and staff and maintains confidentiality. 	<ul style="list-style-type: none"> 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.

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.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Respects the Dignity and Worth of Each Individual</i>	<ul style="list-style-type: none"> does not consistently treat everyone with respect. 		<ul style="list-style-type: none"> demonstrates respect for the inherent dignity and worth of each individual. 	<ul style="list-style-type: none"> promotes the recognition of the dignity and worth of everyone. builds a shared commitment to diversity and equitable practices for all stakeholders.
2. <i>Models Respect for Diversity and Equitable Practices</i>	<ul style="list-style-type: none"> does not consistently demonstrate respect for diversity and equitable practices for all stakeholders. 		<ul style="list-style-type: none"> models respect for diversity and equitable practices for all stakeholders. 	<ul style="list-style-type: none"> builds a shared commitment to diversity and equitable practices for all stakeholders.
3. <i>Advocates for Mission, Vision and Goals</i>	<ul style="list-style-type: none"> does not consistently advocate for or act on commitments stated in the mission, vision and goals. 	<ul style="list-style-type: none"> advocates for the vision, mission and goals. 	<ul style="list-style-type: none"> advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities. 	<ul style="list-style-type: none"> 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. <i>Ensures a Positive Learning Environment</i>	<ul style="list-style-type: none"> does not consistently address challenges or contribute to a positive learning environment. 	<ul style="list-style-type: none"> addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Lifelong Learning</i>	<ul style="list-style-type: none"> does not consistently engage in or seek personal professional learning opportunities. 	<ul style="list-style-type: none"> recognizes the importance of personal learning needs. uses some research and best practices for professional growth. 	<ul style="list-style-type: none"> models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices. 	<ul style="list-style-type: none"> 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. <i>Support of Professional Learning</i>	<ul style="list-style-type: none"> does not consistently support and use professional development to strengthen curriculum, instruction and assessment. 	<ul style="list-style-type: none"> supports professional development that is primarily related to curriculum and instructional needs. 	<ul style="list-style-type: none"> supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment. 	<ul style="list-style-type: none"> supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. <i>Allocates Resources Equitably</i>	<ul style="list-style-type: none"> does not equitably use resources to sustain and strengthen organizational performance. 	<ul style="list-style-type: none"> allocates resources which address some organizational needs. 	<ul style="list-style-type: none"> allocates resources equitably to sustain a high level of organizational performance. 	<ul style="list-style-type: none"> actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. <i>Promotes Appropriate Use of Technology</i>	<ul style="list-style-type: none"> demonstrates a limited understanding of technology and ethical implications for its use. 	<ul style="list-style-type: none"> promotes the use of technology and has addressed some legal, social and ethical issues. 	<ul style="list-style-type: none"> promotes understanding of the legal, social and ethical use of technology among all members of the school community. 	<ul style="list-style-type: none"> is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. <i>Inspires Student Success</i>	<ul style="list-style-type: none"> ineffectively builds trust, respect and communication to achieve expected levels of performance and student success. 	<ul style="list-style-type: none"> promotes communication and is building trust and respect to strengthen school performance and student learning. 	<ul style="list-style-type: none"> inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success. 	<ul style="list-style-type: none"> creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

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. <i>Promotes public discussion about educational laws, policies and regulations</i>	<ul style="list-style-type: none"> does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education. 	<ul style="list-style-type: none"> follows current education legislation. seeks opportunities to engage in professional learning activities to understand issues and implications, and share information with the school community. 	<ul style="list-style-type: none"> promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education. 	<ul style="list-style-type: none"> 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. <i>Builds relationships with stakeholders and policymakers</i>	<ul style="list-style-type: none"> takes few opportunities to engage stakeholders in educational issues. 	<ul style="list-style-type: none"> identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers. 	<ul style="list-style-type: none"> develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education. 	<ul style="list-style-type: none"> 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. <i>Advocates for equity, access, and adequacy of student and family resources</i>	<ul style="list-style-type: none"> has limited understanding and/or ineffectively uses resources for family services and support through community agencies. 	<ul style="list-style-type: none"> is learning how to help students and families locate, acquire and access programs, services, or resources to create equity. 	<ul style="list-style-type: none"> advocates for equity, access, and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations. 	<ul style="list-style-type: none"> empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

Performance Expectation 6: The Education System

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. <i>Accurately communicate educational performance</i>	<ul style="list-style-type: none"> ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement. 	<ul style="list-style-type: none"> reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance. 	<ul style="list-style-type: none"> collects, analyzes, evaluates, and accurately communicates data about educational performance in a clear and timely way. 	<ul style="list-style-type: none"> 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. <i>Improve public understanding of legislation, policy, and laws</i>	<ul style="list-style-type: none"> provides incomplete information to the public to understand school or student results, legal issues, practices, and implications. 	<ul style="list-style-type: none"> shares information about federal, state, and local laws, policies and regulations. provides information to decision makers and the community. 	<ul style="list-style-type: none"> communicates effectively with decision-makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations. 	<ul style="list-style-type: none"> actively communicates and clarifies federal, state, and local laws, policies, and regulations with stakeholders and decision makers to improve public understanding and input.
3. <i>Uphold laws and influence educational policies and regulations</i>	<ul style="list-style-type: none"> does not consistently uphold laws, regulations. 	<ul style="list-style-type: none"> upholds federal, state, and local laws and seeks to engage in public discourse about policies and regulations to support education. 	<ul style="list-style-type: none"> upholds federal, state, and local laws, and influences policies and regulations in support of education. 	<ul style="list-style-type: none"> works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Performance Expectation 6: The Education System

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Advocates for public policies to support the present and future needs of children and families</i>	<ul style="list-style-type: none"> does not advocate for policies and procedures to meet the needs of all students and their families. 	<ul style="list-style-type: none"> identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <i>Promotes public policies to ensure appropriate, adequate, and equitable human and fiscal resources</i>	<ul style="list-style-type: none"> is unaware of policies that result in equitable resources to meet the needs of all students. does not allocate resources appropriately, adequately, or equitably. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning. 	<ul style="list-style-type: none"> 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. <i>Collaborates with leaders to inform planning, policies, and programs</i>	<ul style="list-style-type: none"> demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Appendix N: Examples of Evidence for Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission, and Goals

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

Element A: High Expectations for All

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

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

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

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

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

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

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

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

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

² **Staff:** all educators and non-certified staff

Performance Expectation 2: Teaching and Learning

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

ELEMENT A: Strong Professional Culture

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

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

Element B: Curriculum and Instruction

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

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

Element C: Assessment and Accountability

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

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

Performance Expectation 3: Organizational Systems and Safety

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

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

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

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

Element B: Operational Systems

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

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

Element C: Fiscal and Human Resources

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

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

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

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

Element B: Community Interests and Needs

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

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

Element C: Community Resources

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

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

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

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

Element B: Personal Values and Beliefs:

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

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

Element C: High Standards for Self and Others.

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

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

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

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

Element B: The Educational Policy Environment

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

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

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

Connecticut State Pilot Teacher Evaluation Model

The contents of this draft are meant for use in pilot districts during the 2012-2013 school year.

The state may refine the tools provided in this document for visual clarity and ease of use and in advance of fall implementation for the pilot in 2012-2013, the CSDE may make a final set of revisions.

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I. SEED: Connecticut's System for Educator Evaluation and Development

Context and Timeline

This document outlines a new pilot model for the evaluation and development of teachers in Connecticut. SEED is Connecticut's System for Educator Evaluation and Development. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators in June 2012, and on best practice research from around the country. In 2012-2013, ten districts/district consortia will pilot this model and provide feedback to refine it for the following year when all districts will implement a new educator evaluation system. In early 2013, districts can adopt the final state model in its entirety, or adapt it in accordance with the Guidelines as they develop evaluation systems to best suit their local contexts.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often fail to do these things in a meaningful way. Connecticut's new state model, SEED, strives to change that and to treat our teachers like the hard-working professionals they are. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his or her practice to improve student learning.

Design Principles

The following principles guided the design of the pilot model.

- *Consider multiple, standards-based measures of performance*
An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive pictures of teachers' performance. The new model defines four components of teacher performance: student learning (45%), teacher practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These components are grounded in research-based, national standards: Charlotte Danielson's Framework for Teaching; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; the CMP/CAPT Assessments; and locally developed curriculum standards.

- Promote both professional judgment and consistency*

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.
- Foster dialogue about student learning*

This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- Encourage aligned professional development, coaching and feedback to support teacher growth*

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.
- Ensure feasibility of implementation*

Launching this new model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our districts.

II. System Overview

Evaluation Framework

The evaluation framework consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped in two major categories.

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

- (a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teaching, which articulates four domains of teacher practice
- (b) **Parent feedback (10%)** on teacher practice through surveys

2. Student Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this category to include student feedback. This category is comprised of two components:

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
- (b) **Whole-school measure of student learning or student feedback (5%)** as determined by aggregate student learning indicators or student surveys

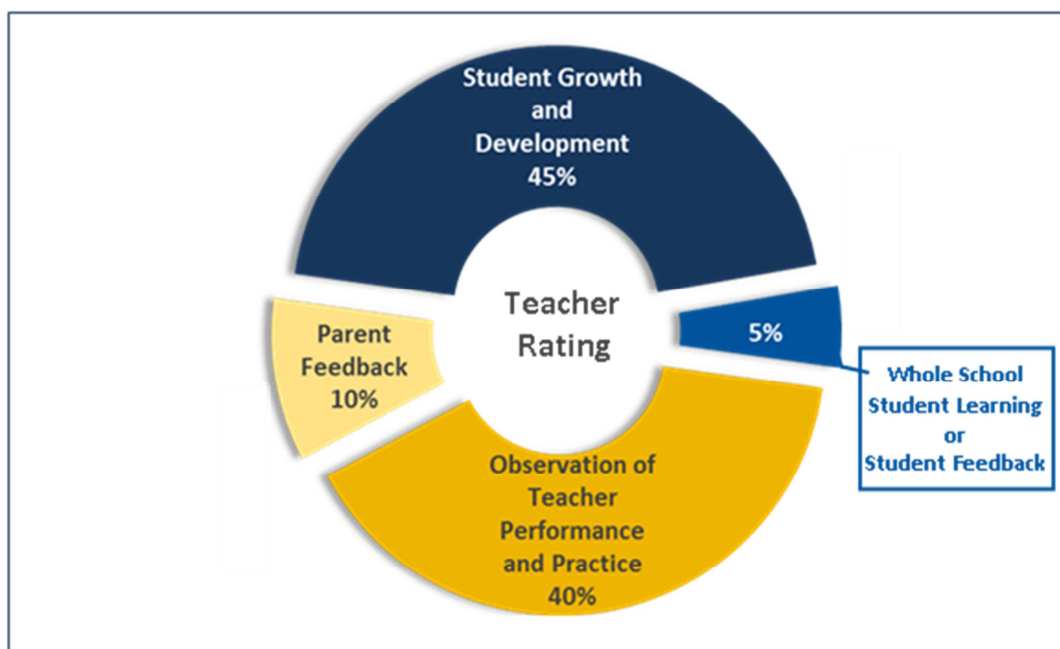
Scores from each of the four components will be combined to produce a final performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

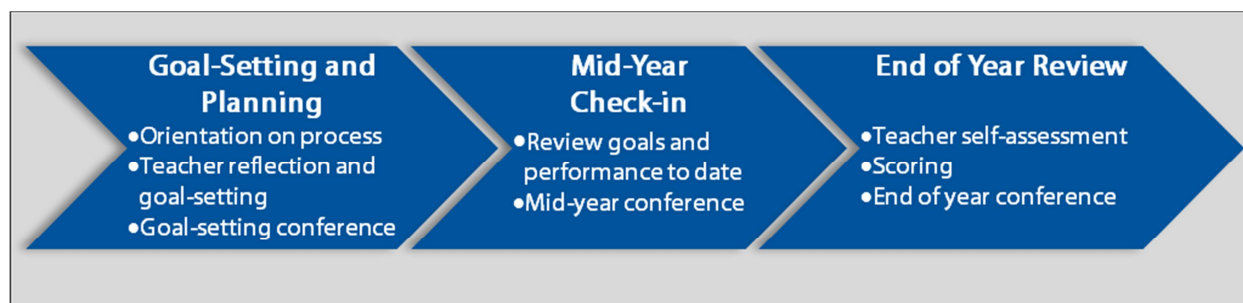
Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Teacher Evaluation Process

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.



Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by November 15

1. *Orientation on Process* – To begin the process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting* –The teacher examines student data, prior year evaluation and survey results, and the Connecticut Framework for Teaching to draft proposed practice goal(s), a parent feedback goal, student learning objectives and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference* - The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about teacher practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: January and February

1. *Reflection and Preparation* - The teacher and evaluator collect and reflect on evidence to-date about the teacher's practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* - The evaluator and teacher complete at least one mid-year check-in conference at which they review progress on professional growth goals, student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of student learning goals 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.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by June 30

1. *Teacher Self-Assessment* - The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate component and category ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.
3. *End-of-Year Conference* - The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 30 at the latest).

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning final ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified teachers, although they may also have administrative certification. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to play this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives, and providing additional feedback. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final ratings and must receive proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the model. The State Department of Education will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

At the request of a district or employee, the State Department of Education or a third-party designated by the SDE will review evaluation ratings that include dissimilar ratings in different components (i.e. include both exemplary and below standard ratings). In these cases, SDE will determine a final summative rating.

In addition, SDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard.

III. Support and Development

As a standalone, evaluation 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 Growth Plans

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. In the Connecticut model, every teacher will have a Professional Growth Plan that is co-created with mutual agreement between the teacher and his or her evaluator and serves as the foundation for ongoing conversations about the teacher's 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 identified 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. Please see Appendix F for a sample Professional Growth Plan template.

Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for an individual teacher improvement and remediation plan. The improvement and remediation plan should be collaboratively developed between the district and the teacher along with his or her exclusive bargaining representative. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- 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
- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring 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.

IV. Teacher Practice Related Indicators

The Teacher Practice Related Indicators half of SEED evaluates the complex set of skills, competencies, and knowledge of a teacher's practice. It is comprised of two components:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These components will be described in detail below.

COMPONENT #1: Teacher Performance and Practice

The Teacher Performance and Practice component of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the overall rating. Following observations, evaluators provide teachers with specific feedback to diagnose teacher development needs and tailor support to those needs.

Teacher Practice Framework

A diverse group of Connecticut stakeholders reviewed the research and options for a framework of teaching practice and chose to blend the Connecticut Common Core of Teaching Standards with Charlotte Danielson's *Framework for Teaching*. The resulting rubric, The Connecticut Framework for Teaching, represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

The Connecticut Framework for Teaching is organized into four domains, each with 4-5 components:

Domain 1: Planning for Active Learning

- 1a. Ensuring that content/curriculum is at an appropriate level of challenge and meets student learning needs
- 1b. Developing and organizing coherent and relevant units, lessons, and learning tasks
- 1c. Supporting content area literacy skills, and when appropriate, numeracy skills, across the curriculum.
- 1d. Selecting appropriate assessment strategies to monitor student progress

Domain 2: Promoting and Engaging Classroom Environment and Commitment to Learning

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

Domain 4: Engaging in Professional Responsibilities and Teacher Leadership

- 4a. Engaging in continuous professional growth to impact instruction
- 4b. Collaborating with colleagues to develop and sustain continuous improvement
- 4c. Communicating, collaborating with, and engaging appropriately with families about their students and the instructional program
- 4d. Demonstrating other professional behaviors

Domain 3: Instructing for Active Learning

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating flexibility and responsiveness

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 don't 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 teachers 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 incorporate into their practice throughout the year.

Therefore, in the pilot model:

- Each teacher should be observed between 5 and 8 times per year through both formal and informal observations as defined below.
 - Formal: Lasts at least 30 minutes and is followed by a post-observation conference, which includes both written and verbal feedback.
 - Informal: Lasts at least 10 minutes and is followed by written and/or verbal feedback.

- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within two days of an observation.
- Most observations should be unannounced to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback.
- Districts and principals can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines. A summary of recommendations and requirements are below:

Teacher Category	Model Number of Observations	Guideline Requirements
First and Second Year	3 formal observations, 2 of which include a pre-conference and 3 informal observations	At least 3 formal observations, 2 of which include a pre-conference
Below Standard and Developing	3 formal observations, 2 of which include a pre-conference and 5 informal observations	At least 3 formal observations, 2 of which include a pre-conference
Proficient and Exemplary	1 formal observation and 4 informal observations	At least 3 observations or reviews of practice, 1 of which must be a formal observation

Please note: In the first year of implementation, **all teachers** should be observed **6** times: 3 formal observations and 3 informal observations.

Pre-conferences and post-conferences

Pre-conferences are valuable for giving context for the lesson and 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 Connecticut Framework for Teaching 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/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 two days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teaching, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the new model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Connecticut Framework for Teaching, 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 lesson/unit plans and assessments, planning meetings, data team 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 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 feels supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teaching;
- prioritized commendations 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 verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Teacher Performance and Practice Goal Setting

As described in the Evaluation Process section, teachers develop one to three practice and performance goals that are aligned to the Connecticut Framework for Teaching. These goals, recorded in the Professional Growth Plan, provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards Proficient or Exemplary on the Connecticut Framework for Teaching. Schools may decide to create a school-wide goal aligned to a particular component (i.e., 3b: Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T= Time bound

SMART Goal example:

During 2011-12, I will improve the effectiveness of my Evaluation, Synthesis and Analysis questions in class discussions as measured by an increase in the number of higher level questions used to engage students in discussion and in correcting student responses to such questions.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the mid-year conference and the end of year conference. Although performance and practice goals are not explicitly evaluated as part of the Teacher Performance and Practice component, progress on goals will be positively reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the components that were observed. During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., The teacher asks: Which events precipitated the fall of Rome?) not judgmental (e.g., The teacher asks good questions.) Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during a summative evaluation conference. The final teacher performance and practice rating will be calculated by the evaluator in a three step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (i.e., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 18 components.
- 2) Average components within each domain to a tenth of a decimal to calculate domain level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 18 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 18 components. Some questions to consider while analyzing the evidence include:

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadow earlier observation outcomes?

Significance: Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1 - 4 score. Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
1a	Developing	2
1b	Developing	2
1c	Proficient	3
1d	Exemplary	4

- 2) Average components with each domain to a tenth of a decimal to calculate domain level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes. Therefore, Domains 2 and 3 are weighted significantly more than the others at 35%. Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. Sample tools will be provided during the pilot year.

The summative Teacher Performance and Practice rating and the component ratings will be shared and discussed with teachers in the end-of-year conference. This process can also be followed in advance of the mid-year conference to develop a formative, mid-year Teacher Performance and Practice rating.

COMPONENT #2: Parent Feedback

Feedback from parents will be used to help determine the remaining ten percent of the Teacher Practice Indicators category of SEED.¹⁶

The process described below focuses on

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level),
- (2) determining several school-level parent goals based on the survey feedback,
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets,
- (4) measuring progress on growth targets, and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available. Teachers can set a goal based on previously collected parent feedback, or if none is available, teachers can set a parent *engagement* goal that is not based on formal parent feedback.

Appendix D contains a model parent survey than can be used to collect parent feedback. Districts may use that survey, use existing survey instruments, or develop their own. School districts are encouraged to work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. Parent surveys deployed by districts should 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).

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

¹⁶ Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this component. However, it is not included in the state model, SEED. If pilot districts wish to utilize peer feedback instead of parent feedback, they may submit a plan to do so to CSDE when they submit their "Selection of a State or District Designed Model" form.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the state model survey in Appendix D for additional questions that can be used to inspire goals.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. A form similar to that in Appendix E may be created by a district for goal setting purposes. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are ambitious but achievable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches their parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

V. Student Related Indicators

The Student Related Indicators half of SEED captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the SEED process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two components:

- Student growth and development, which counts for 45%; and
- *Either* whole school student learning *or* student feedback, which counts for 5% of the total evaluation rating.

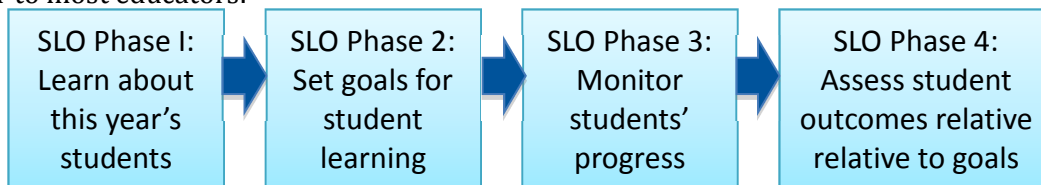
These components will be described in detail below.

COMPONENT #3: Student Growth and Development

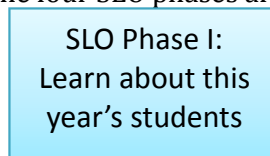
Overview of Student Learning Objectives

Each teacher's students, individually and as a group, are different from 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 states and localities around the nation, has selected a goal-setting process called **Student Learning Objectives** (SLOs) as the approach for measuring student growth during the school year.

Student Learning Objectives in SEED will support teachers in using a planning cycle that will be familiar to most educators:



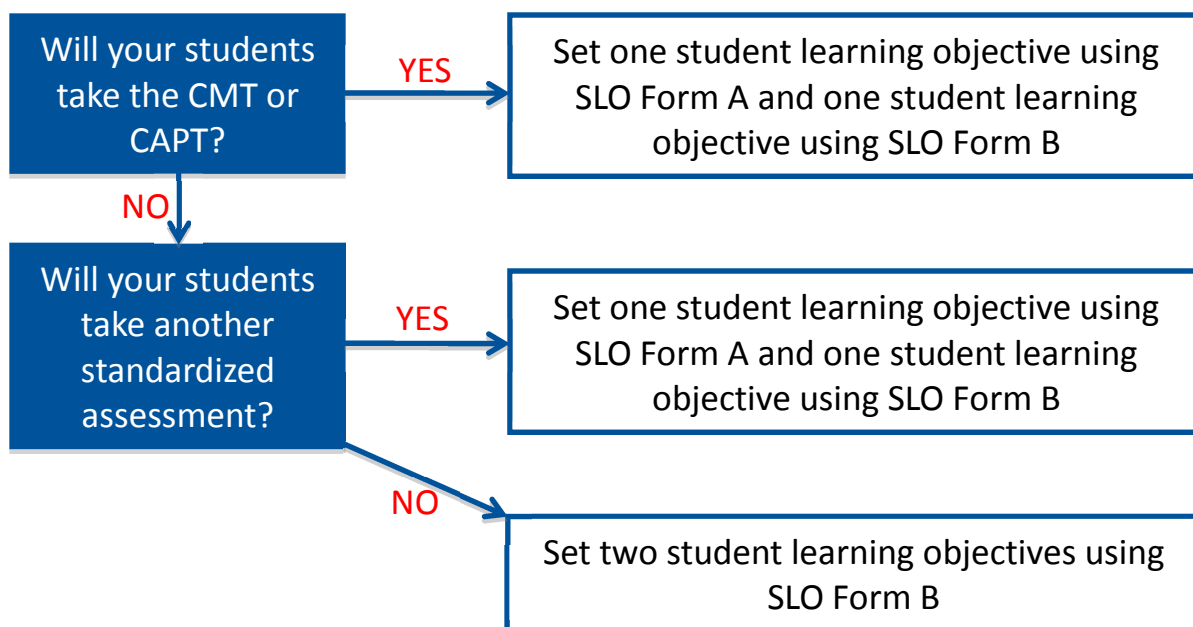
While this process should feel generally familiar, SEED will ask teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.

SLO Phase 2:
Set 2 SLOs (goals
for learning)

Each teacher will write two Student Learning Objectives.¹⁷ There are two different SLO forms: Form A and Form B. Teachers whose students take a standardized assessment will create one Form A SLO and one Form B SLO; all other teachers complete two Form B SLOs. To decide which forms to use, teachers will consult the following decision tree:



SEED uses a specific definition of "standardized assessment." In SEED, a **standardized assessment** has *all* of these features:

- 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; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Objective

The objective will be a broad goal for student learning. It should address a central purpose of the teacher's assignment and it should pertain to at least half of his/her students. It should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (e.g. common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

¹⁷ Connecticut's evaluation guidelines state that teachers will write 1-4 objectives, but for the pilot year, the requirement is two objectives for every teacher.

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

The following are examples of Student Learning Objectives:

Teacher Category	Student Learning Objective
Eighth Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.

Step 2: Select Indicators of Academic Growth and Development

Indicators of Academic Growth and Development (IAGD) are the specific evidence, with quantitative targets, that will demonstrate whether the objective was met. Each SLO must include at least one indicator. For Form A, all indicators must be based on standardized assessments. For Form B, at least one indicator must be non-standardized, but it is fine to include one standardized indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

To help districts, schools and teachers identify useful indicators a list of commonly used assessments with helpful information about each is included in the appendix of this document.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment in their SLOs, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

NOTE: For 4th through 8th grade teachers of English/Language Arts and Math, the state will provide a vertical scale score for each student on a teacher's classroom roster based on previous year's CMT data. Rigorous but achievable goals for each student relative to his or her baseline vertical scale score will also be provided. Teachers in this category are strongly encouraged to use this CMT target as one of their indicators on their Form A SLO. Elementary teachers who receive both a language arts and a math goal may select one for their SLO or use both.

Taken together, an SLO's indicators, if achieved, would give the teacher and his/her evaluator confidence that the objective was met. The next page provides examples of indicators that might be applied to the previous SLO examples:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry. 2. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry. ¹⁸
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information Requested on SLO Form

In addition to the objective and IAGDs, the SLO form requests:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each indicator;
- interim assessments the teacher plans to use to gauge students' progress toward the objective during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the objective (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. Teachers and evaluators should confer during the goal-setting process, since the intent is that SLOs will be selected through mutual agreement. But ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described on the following pages. SLOs must meet all three criteria to be approved. If they do not meet one or more criterion, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

¹⁸ These indicators could appear together on a Form B SLO, since there is one standardized indicator and one non-standardized indicator. A similar Form A SLO could only include indicator #1.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators allow judgment about students' progress over the school year or semester during which they are with the teacher.	Objective is attainable but ambitious, and represents at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:
Monitor
students'
progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles on online practice games. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if her student population shifts significantly, the SLOs can be adjusted during the mid-year conference between the evaluator and the teacher.

SLO Phase 4:
Assess student
outcomes relative to
SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit the top portion of the SLO scoring form, which asks teachers to reflect on the SLO outcomes by answering the following four questions:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will examine the evidence and the teacher’s reflection and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately then average those scores for the SLO score, or, he or she can look at the results as a body of evidence regarding the accomplishment of the objective and score it holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was partially met, for 2 points, and the other SLO was met, for 3 points, the student growth and development rating would be 2.5 $((2+3)/2)$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers in the end-of-year conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators on a Form A SLO, then the teacher’s student growth and development rating will be based only on the results of their Form B SLO.

However, once the state test evidence is available, the evaluator will score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed (see scoring section). See Summative Teacher Evaluation Scoring for details.

COMPONENT #4: Whole-School Student Learning Indicators or Student Feedback (5%)

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2), or a combination of the two (option 3) to determine this fourth component of SEED.

Option 1: Whole-school student learning indicator

For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

Option 2: Student feedback

Districts can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of teacher performance and that student feedback about a teacher is correlated with student performance in that class. Additionally, student surveys provide teachers with actionable information they can use to improve their practice—feedback that teachers would not necessarily receive elsewhere in the evaluation process.

Some educators express concerns about student surveys, including that student survey instruments must not be “popularity contests” and that students must take the surveys seriously. The following implementation approach, drawn from best practices across the country, can mitigate these issues. School districts are encouraged to work closely with their teachers on the development of the student survey component.

Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Ultimately, school districts should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in option one.

Survey Instruments

Appendix C contains an example survey that can be used to collect student feedback. Districts may use that survey, use existing survey instruments, or develop their own. Student survey instruments should be aligned to the Connecticut Common Core of Teaching and the Connecticut Framework for Teaching whenever possible.

Districts may choose to use different surveys for different grade levels, such as an elementary survey for students in grades 4-6 and a secondary survey for grades 6-12. Districts may also choose to use different surveys for different types of classes. For example, a district might establish a standard survey for all 6-12 classes and then add additional questions for core classes such as English and math.

The surveys selected by a district 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).

Districts are encouraged to use instruments that will offer teachers constructive feedback they can use to improve their practice. Districts may include feedback-only questions that are not used for evaluation purposes, and districts may allow individual schools and teachers to add questions to the end of the survey, where feasible.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey

If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback component. In setting a goal, a teacher must decide what he or she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g. "My teacher makes lessons interesting."). However, some survey instruments group questions into categories or topics, such as "Classroom Control" or "Communicating Course Content", and a goal may also refer to a category rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree", performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question.

Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth becomes harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender, and race.) For example, if a teacher's fall survey shows that boys give much lower scores than girls in response to the survey question "My teacher cares about me", the teacher might set a growth goal for how the teacher's male students respond to that question.

The following are examples of effective goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60%.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75%.
- The percentage of ninth graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70%.

See the example survey in Appendix C for additional questions that can be used to develop goals. A form similar to that in Appendix E may be created by a district for goal setting purposes.

Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set **one** measurable goal for growth or performance (see below).
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale.

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

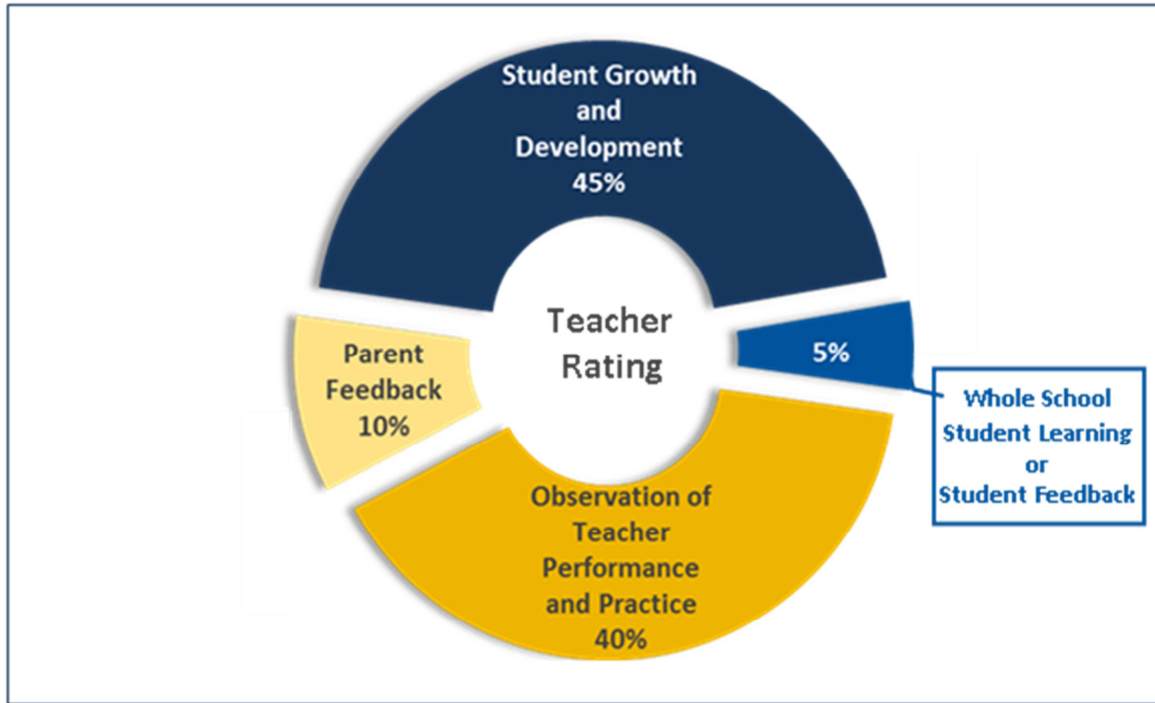
Option 3: Whole-school student learning indicator and student feedback

As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on grade level.

VI. Summative Teacher Evaluation Scoring

Summative Scoring

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories:



Every educator will receive one of four performance ratings:

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

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score
- 2) Calculate a Student Related Indicators score by combining the Student Growth and Development score and Whole School Learning/Student Feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate a Teacher Practice Indicators score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score.

The Observation of Teacher Performance and Practice counts for 40% of the total rating and Parent Feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Component	Score (1 - 4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE INDICATORS POINTS			142

Rating Table

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

- 2) Calculate a Student Related Indicators score by combining the Student Growth and Development score and Whole School Student Learning or Student Feedback score.

The Student Growth and Development component counts for 45% of the total rating and the Whole School Student Learning or Student Feedback component counts for 5% 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.

NOTE: If the Whole School Student Learning score is not available when the summative rating is calculated, then Student Growth and Development will be weighted 50 and Whole School Student Learning will be weighted 0.

Component	Score (1 - 4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning or Student Feedback	3	5	15
TOTAL STUDENT RELATED INDICATORS POINTS			173

Rating Table

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

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example above, the Teacher Practice Indicators rating is Proficient and the Student Related Indicators rating is Proficient. The summative rating is therefore Proficient. If the two categories are highly discrepant (e.g., a rating of 4 for Teacher Practice and a rating of 1 for Student Related Indicators), then the evaluator should examine the data and gather additional information in order to make a summative rating.

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

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 should inform goal setting in the new school year.

Appendix

Appendix A: Implementation Suggestions for Principals: Launching the Work

Share key messages with staff to build their understanding and enthusiasm for implementing the new model. Key messages include:

1. When teachers succeed, students succeed.
2. This evaluation framework sets high expectations for teachers and school leaders.
3. All teachers can improve their practice. Increased observation, analysis of student results, and feedback are all in service of developing teachers, not punishing or criticizing them.
4. We (school leaders) are learning this new model alongside of you. We believe it can transform our practice and our impact on student success.

Partner with teachers: Create time and collaborative space for understanding the CT Framework for Teaching and goal setting process

5. Ask teachers to work in teams and develop examples of evidence for each component of the framework.
6. Get into classrooms together and show videos with your staff. Debrief together to ensure you are adequately normed. Discuss the evidence - what did you see and hear, develop consensus on ratings.
7. Review sample goals and discuss strengths and weaknesses.

Norm observation expectations and methods/formats of delivering feedback with school leadership team

8. Co-observe with your colleagues and debrief together. Push colleagues to collect and discuss evidence before moving to judgment.
9. Share samples of feedback and define exemplars.
10. Be transparent with your teachers about your approach to help build a culture of collaboration.

Break the work up into manageable pieces and find entry points that build on existing structures

11. Dig deeply into 1-2 practice components at a time and start with components that align to your existing school development goals and PD needs.
12. Leverage existing planning time, walkthrough schedules, feedback and PD processes

Determine systems and schedule time to get into classrooms and give feedback

13. Identify key barriers for making the time and problem-solve on how address them via delegation, getting others to honor your schedule, etc.

Appendix B: Sample Observation and Conferencing Forms

Observation Note-Taking Form

This is a sample note-taking form that can be used to collect evidence while observing classrooms. The component column allows the note-taker to align or code the evidence to relevant components in the Connecticut Framework for Teaching.

Time	Teacher Actions	Student Actions	Component

Informal Observation Feedback - Sample

Observer:	Subject:	Teacher:
Date:	Period:	
Strength(s)	Growth Area(s)	Action Steps
Evidence	Evidence	
Analysis	Analysis	

Appendix C: Student Survey

The survey included is an example survey for students. State Model student surveys will be released in the fall of 2012.

Student Feedback Survey, Grades 4-5: Instructions

Thank you for participating in this survey. When you answer these questions, it is important that you think about your experiences in this classroom in particular. No one at your school will see your answers. Someone outside of the school will tally the results. Your teacher will not know what any individual student said. Please answer honestly. You may leave any question blank, but we hope you will answer as many questions as you can.

This survey is tallied by computer. Please use a pencil, and erase completely. Press hard to write darkly, and fill in each circle completely, like this: ● Mark only one answer per question.

Part I: This Class	Very True	Mostly True	Sort of True	A Little True	Not True	I Don't Know
1. My teacher cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. When my teacher teaches us something, he/she seems to know it really well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am confused a lot in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teacher makes learning fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teacher knows my first name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. We learn a lot in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teacher goes too fast when we are learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher shows us how what we're learning is important, even outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teacher is happy to answer questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher explains things clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. A lot of time is wasted in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am proud of the work I do in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My teacher knows me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. If I ask my teacher for help, he or she will help me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teacher thinks I can do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Student Background

Please be honest with your answers.

<p>16. About how much time <u>in a week</u> do you usually spend doing homework for this class?</p> <p> <input type="radio"/> Less than 1 hour <input type="radio"/> 1 hour <input type="radio"/> 2 hours <input type="radio"/> 3-4 hours <input type="radio"/> 5 or more hours </p>
<p>17. Are you a boy or a girl?</p> <p> <input type="radio"/> Boy <input type="radio"/> Girl </p>
<p>18. About how many books are there where you live?</p> <p> <input type="radio"/> 0-10 <input type="radio"/> 11-25 <input type="radio"/> 26-100 <input type="radio"/> More than 100 </p>
<p>19. What is your race or ethnicity?</p> <p> <input type="radio"/> White <input type="radio"/> Black or African American <input type="radio"/> Asian <input type="radio"/> Hispanic or Latino </p> <p> <input type="radio"/> American Indian or Alaska Native <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> Two or More Races/Ethnicities </p>

Student Feedback Survey, Grades 6-12: Instructions

Thank you for participating in this survey. When you answer these questions, it is important that you think about your experiences in this classroom in particular. No one at your school will see your answers. Someone outside of the school will tally the results. Your teacher will not know what any individual student said. Please answer honestly. You may leave any question blank, but we hope you will answer as many questions as you can.

This survey is tallied by computer. Please use a pencil, and erase completely. Press hard to write darkly, and fill in each circle completely, like this: ● Mark only one answer per question.

Part I: This Class	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My teacher cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My teacher seems to know this subject really well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am often confused in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teacher tests us on things we didn't learn in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teacher challenges me to think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher makes what we're learning interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I look forward to going to this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I'm afraid to speak up in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Our discussions in class help me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. This class moves too quickly for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teacher assigns homework that helps me learn the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My teacher knows my first name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My teacher checks to make sure we understand what he or she is teaching us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. In this class, we learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teacher grades fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part I: This Class	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. I feel uncomfortable asking my teacher for extra help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My teacher shows us how what we're learning is important outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My teacher gives us work to do in class that helps us learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My teacher explains things clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My teacher believes that I can do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I don't work as hard as I could in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My teacher has trouble maintaining class control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. A lot of time is wasted in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am proud of what I do in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My teacher returns corrected homework and tests quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My teacher makes me want to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Student Background

Please be honest with your answers.

<p>27. About how much time <u>in a week</u> do you usually spend doing homework for this class?</p> <p> <input type="radio"/> Less than 1 hour <input type="radio"/> 1 hour <input type="radio"/> 2 hours <input type="radio"/> 3-4 hours <input type="radio"/> 5 or more hours </p>
<p>28. What is your gender?</p> <p> <input type="radio"/> Male <input type="radio"/> Female </p>
<p>29. This semester, what grade do you expect to receive in this course?</p> <p> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F </p>

Part II: Student Background

Please be honest with your answers.

30. What is the highest level of education that either of your parents has attained?

- ☐ Not a high school graduate ☐ Some college ☐ Graduate school
- ☐ High school graduate ☐ College graduate

31. About how many books are there where you live?

- ☐ 0-10 ☐ 11-25 ☐ 26-100 ☐ More than 100

32. What is your race or ethnicity?

- ☐ White ☐ Black or African American ☐ Asian ☐ Hispanic or Latino
- ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander ☐ Two or More Races/Ethnicities

Appendix D: Parent Survey

The survey included is an example survey for parents. A State Model parent survey will be released in the fall of 2012.

Parent Feedback Survey, All Grades

Part I: School Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have attended at least one meeting or event at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel welcome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child is learning a lot in school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child's teacher(s) have high expectations for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's teacher(s) talk to me about how my child is doing in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teacher(s) care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Background

10. What is your child's gender?

- ☐ Male ☐ Female

11. My child's grades are...

- ☐ Mostly A's ☐ Mostly B's ☐ Mostly C's ☐ Mostly D's ☐ Mostly F's ☐ I Don't Know / Does Not Apply

12. What is the highest level of education that you have attained?

- ☐ Not a high school graduate ☐ Some college ☐ Graduate school
- ☐ High school graduate ☐ College graduate

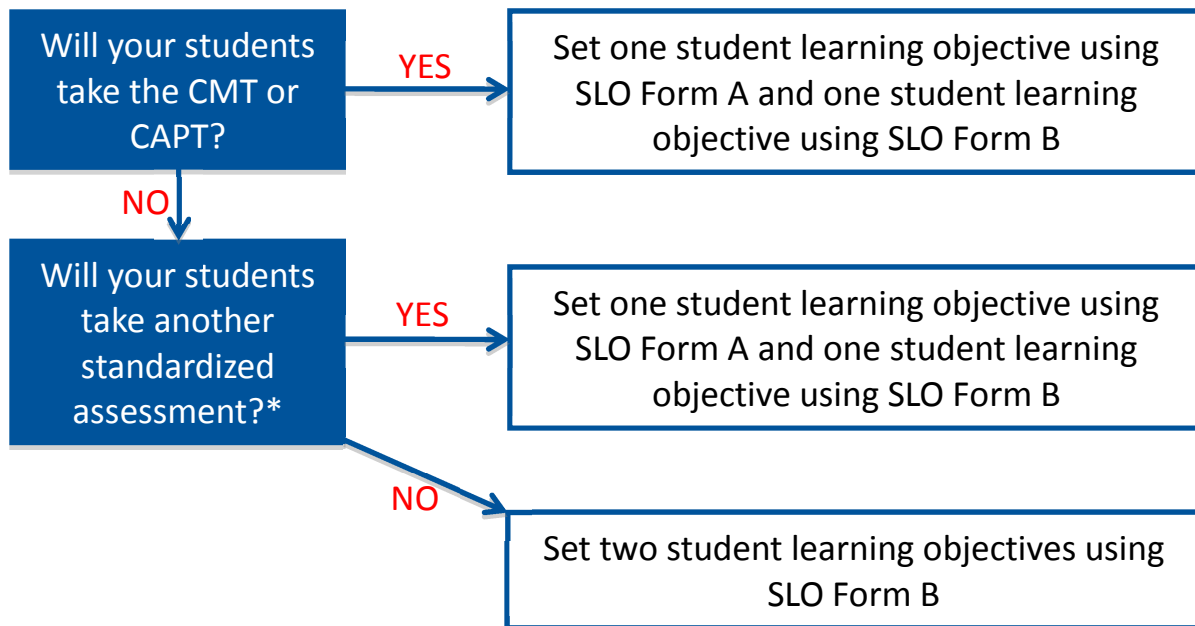
13. What is your child's race or ethnicity?

- ☐ White ☐ Black or African American ☐ Asian ☐ Hispanic or Latino
- ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander ☐ Two or More Races/Ethnicities

Appendix E: Sample SLO Forms

Student Learning Objectives Workbook 2012-2013

This packet contains the forms you will use to create your objectives for the growth and development of your students. Each teacher will write two “student learning objectives” (SLOs). To determine which form(s) to use for your SLOs, consult the decision tree below:



*In SEED, a standardized assessment is one that has these characteristics:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly administered (e.g. nation- or statewide);
- Commercially produced; and
- Often administered only once a year.

Form A (Standardized Assessment): Student Learning Objective, 2012-2013

Teacher Name:

School:

Date:

Grade:

Subject :

of students covered by this SLO

Student Learning Objective:**Rationale for Objective:**

(1) Why was objective chosen? (2) What specific Connecticut and/or national standards does it address?

Indicator(s) of Academic Growth and Development (IAGD)

An IAGD is evidence you use to determine success in achieving the objective. For this SLO, the IAGD must be based on standardized assessments. **Use standardized indicators only.** One indicator is required: additional indicators are optional. Please number the indicator(s) and clearly indicate for each the level of performance that is targeted and for which students. An indicator should represent at least one year's growth and/or mastery of grade level content standards.

1.

2.(optional)

3.(optional)

Baseline Data/Background Information

Please include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

Strategies/Actions to Achieve the SLO

1.

2.

3.

*(include additional strategies as needed)***Interim Assessments**

(1) What interim assessments do you plan to use to gauge student progress toward this SLO?

Data Collection/Assessment of Progress Toward Achieving the SLO

(1) What data will you collect to assess progress toward achieving the SLO?

Note: *If standardized test results will not be available before the end of this school year, please indicate that here.*

Professional Learning/Support

(1) What professional learning and/or other type of support would help you to achieve this SLO?

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

Signatures *(to be completed after discussion of SLO)*

___ Revisions Required

Resubmit By:

Approved

Evaluator

Date:

Teacher

Date:

Form B (Non-Standardized Assessment): Student Learning Objective, 2012-2013		
Teacher Name:	School:	Date:
Grade:	Subject :	# of students covered by this SLO
Student Learning Objective:		
Rationale for Objective: (2) Why was objective chosen? (2) What specific Connecticut and/or national standards does it address?		
Indicator(s) of Academic Growth and Development (IAGD) An IAGD is evidence you use to determine success in achieving the objective. One indicator is required: additional indicators are optional (all teachers must include at least one non-standardized indicator. One standardized indicator is permitted). Please number the indicator(s) and clearly indicate for each the level of performance that is targeted and for which students. 1. 2.(optional) 3.(optional)		
Baseline Data/Background Information Please include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.		
Strategies/Actions to Achieve the SLO 1. 2. 3. <i>(include additional strategies as needed)</i>		
Interim Assessments (2) What interim assessments do you plan to use to gauge student progress toward this SLO?		

Data Collection/Assessment of Progress Toward Achieving the SLO

(1) How will you collect and score evidence for non-standardized indicators?

Note: *If standardized test results will not be available before the end of this school year, please indicate that here.*

Professional Learning/Support

(2) What professional learning and/or other type of support would help you to achieve this SLO?

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

Signatures *(to be completed after discussion of SLO)*

___ Revisions Required

Resubmit By:

Approved

Evaluator

Date:

Teacher

Date:

Teacher Self-Assessment/Reflection

Teacher Name:

School:

Date:

Teacher Self-Assessment/Reflection

- (1) Describe the results to date and provide evidence for each indicator, (2) provide your overall assessment of progress toward the objective to date, (3) describe what you have done so far that produced these results, (4) describe what you have learned and how you will use it going forward and (5) describe any revisions to strategies and/or adjustments of student learning goals.

Student Growth Indicators

Student Growth and Development (45%)

☐ Exemplary (4)

☐ Proficient (3)

☐ Developing (2)

☐ Below Standard (1)

Whole School Student Learning Indicators or Student Feedback (5%)

☐ Exemplary (4)

☐ Proficient (3)

☐ Developing (2)

☐ Below Standard (1)

Teacher Practice Indicators

Observation of Teacher Practice and Performance (40%)

☐ Exemplary (4)

☐ Proficient (3)

☐ Developing (2)

☐ Below Standard (1)

Parent or Peer Feedback including surveys (10%)

☐ Exemplary (4)

☐ Proficient (3)

☐ Developing (2)

☐ Below Standard (1)

Evaluator Assessment		
Teacher Name:	School:	Date:

<u>Student Growth Indicators</u>
Student Growth and Development (45%)
Comments:
<input type="checkbox"/> Exemplary (4) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Below Standard (1)
Whole School Student Learning Indicators or Student Feedback (5%)
Comments:
<input type="checkbox"/> Exemplary (4) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Below Standard (1)
<hr/>
<u>Teacher Practice Indicators</u>
Observation of Teacher Practice and Performance (40%)
Comments:
<input type="checkbox"/> Exemplary (4) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Below Standard (1)
Parent or Peer Feedback including surveys (10%)
Comments:
<input type="checkbox"/> Exemplary (4) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Below Standard (1)

_____	_____
<i>Teacher</i>	<i>Date</i>
_____	_____
<i>Evaluator</i>	<i>Date</i>

Appendix F: Sample Professional Growth Plan

Using relevant student learning data, a self-assessment of practice relative to the rubric, feedback from your principal and previous professional development, establish 2-3 areas of professional growth and complete the growth plan. This plan should anchor and be responsive to professional growth conversations throughout the year.

Professional Growth Goal	Alignment to evaluation framework	Link to student outcomes	Link to parent feedback	Evidence to collect	Achieved?
1.					
2.					
3.					
Name:					
School:					
Grade Level(s):		Subject(s):			
Date created:		Mid-year check-in date:			
Principal Approval:		Teacher Approval:			

The professional growth plan below should detail action steps associated with each of your goals listed above. The growth plan should be revisited throughout the year with both your principal and peers (e.g., at mid-year check-in and end-of-year summative review) and adjusted as needed.

Professional Growth Goal #1:			
Action Steps and data to collect	Evidence of Progress and/or Next Steps		
1.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:
2.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:

Professional Growth Goal #2:			
Action Steps and data to collect	Evidence of Progress and/or Next Steps		
1.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:
2.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:
Professional Growth Goal #3:			
Action Steps and data to collect	Evidence of Progress and/or Next Steps		
1.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:
2.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:

Appendix G: Connecticut Framework for Teaching

CSDE has provided the hyperlink to final: [http://www.connecticutseed.org/wp-content/uploads/2012/08/CT Framework for Teacher Evaluation and Support Domains 1-4 Aug-7-12-.pdf](http://www.connecticutseed.org/wp-content/uploads/2012/08/CT_Framework_for_Teacher_Evaluation_and_Support_Domains_1-4_Aug-7-12-.pdf)

Appendix H: Dispute Resolution Process

A panel, composed of the Superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives, the evaluation period, feedback on the professional development plan, or final summative rating. Pilot districts may choose alternatives such as a district panel of equal management and union members, the district professional development committee, or a pre-approved expert from a RESC so long as the Superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

Appendix I: Consequences of Ratings

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. The state model will recommend such patterns.

Appendix J: Connecticut's Measures of Student Academic Learning

Measure	Definition
School Performance Index (SPI)	The SPI is a measure of student achievement on Connecticut's standardized assessments – the CMT and CAPT. The SPI is calculated by assigning a weight to the five categories of performance on Connecticut's assessments. For each subject tested on the CMT and CAPT—mathematics, reading, writing, and science—Connecticut reports performance for five achievement levels: Below Basic (BB), Basic (B), Proficient (P), Goal (G), and Advanced (A). The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level and 100 indicates that all students scored at the Goal or Advanced level.
Connecticut Mastery Test (CMT)	The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.
Connecticut Academic Performance Test (CAPT)	The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.
Subgroups	ELLs, students with disabilities, black students, Hispanic students, and students eligible for free or reduced price lunch.

Appendix K: Additional Student Outcome Indicators

The following is a list of student outcome indicators beyond the state test that are available for inclusion in a district's teacher evaluation model. This list is not intended to be exhaustive, but rather to provide examples of a number of possible measures; it includes assessments and indicators suggested by practitioners around Connecticut as well as examples suggested in other state models.

Ultimately, districts will determine which indicators and assessments beyond the state test to include in their model.

General Categories of Assessments:

- Classroom assessments (end-of-unit, quarterly, mid-year, finals)
- Screening tools
- Diagnostic assessments (used to establish baseline data)
- Formative assessments (provide insight for planning purposes)
- Summative assessments (capture culminating student outcomes)
- Progress Monitoring Reports (measure gains or losses from an established baseline)
- School-wide rubrics
- Benchmark assessments
- Item banks (e.g., Smarter Balanced)

Specific Assessments:

Assessment	Publisher/ Source	Grade Level(s)	Subjects Assessed	Common Application(s)	Population
Acuity	CTB/McGraw-Hill	3-8	ELA, Math	Diagnostic	All
AIMSWEB	Pearson	K-8	ELA, Math	Progress Monitoring	All
AIMSWEB	Pearson	K-1	Native Language Assessment (Spanish)	Progress Monitoring	ELL
AP Program	College Board	9-12	ELA, Math, Science, Social Studies, Arts	Summative	All
Assessment Center/ip Growth	CORE K12 Education	3-12	ELA, Math, Science	Formative	All
Brigance: Inventory of Early Development II	Curriculum Associates	Birth-Age 7	Multiple	Diagnostic	All
Children's Progress Academic Assessment	Children's Progress	PreK-3	ELA, Math	Diagnostic	All
DIBELS	Dynamic	K-6	Reading	Formative,	All

	Measurement Group			Summative	
Discovery Education Assessment	Discovery Education	K-8	All subject areas	Diagnostic, Progress Monitoring, Formative	All
Discovery Education Assessment	Discovery Education	9-12	English, Algebra	Diagnostic, Progress Monitoring, Formative	All
DRA-2+: Developmental Reading Assessment	Pearson	K-8	Reading	Diagnostic, Progress Monitoring	All
Explore	ACT Inc.	8-9	ELA, Math, Science	Diagnostic	All
Group Reading Assessment and Diagnostic Evaluation	Pearson	K-12	Reading	Diagnostic, Progress Monitoring	All
International Baccalaureate	International Baccalaureate		Multiple subjects	Summative	All
i-Ready Diagnostic Assessment	Curriculum Associates	K-8	ELA, Math	Diagnostic	All
LAS Links	CTB/McGraw-Hill	K-12	ELA	Diagnostic, Progress Monitoring	ELL
Measures of Academic Progress (ELA, Math)	Northwest Evaluation Association (NWEA)	2-12	ELA, Math	Diagnostic	All
Measures of Academic Progress (Primary Grades)	Northwest Evaluation Association (NWEA)	K-2	ELA, Math	Diagnostic	All
Measures of Academic Progress (Science)	Northwest Evaluation Association (NWEA)	3-10	Science	Diagnostic	All
Peabody Test of Vocabulary	Pearson	K-6	Reading	Diagnostic, Progress Monitoring	All
Performance Based Task Assessment	Pearson	3-12	ELA, Math, Science, Social Studies		All

Performance Series (ELA, Math)	Scantron Corporation	K-12	ELA, Math	Diagnostic, Formative	All
Performance Series (Science)	Scantron Corporation	2-8	Science	Diagnostic, Formative	All
PLAN	ACT Inc.	10	ELA, Math, Science	Diagnostic	All
PSAT/NMSQT	College Board	10-11	ELA, Math	Diagnostic	All
QualityCore End of Course Assessments	ACT Inc.	9-12	ELA, Biology, Math	Summative	All
ReadiStep	College Board	8	ELA, Math	Diagnostic	All
SAT	College Board	10-12	ELA, Math	Summative	All
SAT Subject Tests	College Board	9-12	ELA, Math, Science, Social Studies, Foreign Language	Summative	All
Stanford Achievement Test (10th edition)	Pearson	K-12	ELA, Math, Science, Social Studies	Formative, Summative	All
Stanford English Language Proficiency Test	Pearson	K-12	ELA	Diagnostic, Formative	ELL
STAR Early Literacy Enterprise	Renaissance Learning, Inc.	K-3	Literacy	Diagnostic, Formative	All
STAR MATH Enterprise	Renaissance Learning, Inc.	K-12	Math	Diagnostic, Formative	All
STAR Reading Enterprise	Renaissance Learning, Inc.	K-12	Reading	Diagnostic, Formative	All
Teaching Strategies GOLD (Creative Curriculum for Preschool)	Teaching Strategies for Early Childhood	Birth-K	Multiple	Formative	All
TerraNova 3	CTB/McGraw-Hill	K-12	ELA, Math, Science, Social Studies	Summative	All
TerraNova Common Core	CTB/McGraw-Hill	3-8	ELA, Math	Summative	All
The ACT	ACT Inc.	9-12	ELA, Math, Science	Summative	All
The Iowa Tests	The Riverside Publishing Company	K-12	ELA, Math, Science, Social Studies	Diagnostic	All

Non-test Indicators

Indicator	Source	Grade Level(s)	Subjects Assessed	Population
Cohort Graduation	CSDE	9-12	n/a	All
Extended Graduation	CSDE	9-12	n/a	All
Credit Accumulation		9-12	All subject areas	All
Drop-out Rates	CSDE	Grades: 9-12	n/a	

Appendix L: Connecticut Teacher Evaluation Working Group Members

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