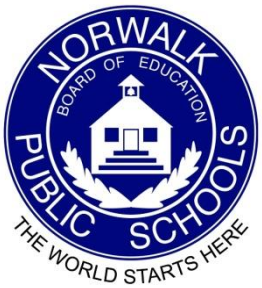


Teacher Evaluation

Professional Learning Plan

2015 – 2016

Norwalk Public Schools

Introduction

The Norwalk teacher evaluation committee adopted the following area of SEED:

- Differentiation of levels of teacher experience in the evaluation process
- Strong connections between student learning and professional growth
- Collaboration in support of school improvement
- The ability to consider professional growth opportunities for teachers assessment opportunities for evaluators

Teacher Plan

In the Norwalk Plan for Teacher Evaluation and Professional Development the term teacher refers to all certified staff (including, but not limited to classroom teachers, speech/language pathologists, social workers, school psychologists, counselors and resource teachers, etc. The term evaluator refers to a supervisor certified in administration and supervision who is employed under their 092 certification endorsement.

The Norwalk Plan for Teacher Evaluation and Professional Development has been implemented since 2012. As a pilot district, Norwalk administrators received training related to new SEED document in addition to receiving the state Common Core of Teaching domains. Training focused on the goal setting and assessment process to implement, collect evidence, and assess the varied goals required by the Plan. The training also focused on developing professional growth plans, including establishing program and school goals for improved student learning, facilitating collaborative and peer coaching activities, identifying indicators for evaluating success and collecting feedback from stakeholders.

Training for teachers was completed in two parts. The first part was an orientation to the plan for all teachers at the beginning of the 2012 school year per the state guidelines. In the second part, all teachers received information regarding how to develop the necessary goals, SLOs, IAGDs, focus areas etc., and collect artifacts that show evidence of growth. These sessions occurred during staff release time in 2012 – 2013. New teachers to the district receive training from principals on developing SLOs and IAGDs.

Teacher Evaluation and Development Model

Introduction

This document outlines the foundation for the Norwalk model for the evaluation and development of teachers. It is based on SEED which is Connecticut's System for Educator Evaluation and Development.

Purpose and Rationale

When teachers succeed, students succeed. Research has shown that no school-level factor matters more to students' success than high-quality teachers. To support 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. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher evaluation model:

- Consider multiple standards-based measures of performance
- Emphasize teacher growth over time
- Promote both professional judgment and consistency
- Foster dialogue about student learning
- Encourage aligned professional learning, coaching and feedback to support teacher growth
- Ensure feasibility of implementation.

Evaluation and Support System Overview

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

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

   (a) **Observation of teacher performance and practice (40%)** as defined in the Danielson Model, which for teacher evaluation, articulates four domains

   (b) **Parent feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback.

   (a) **Student growth and development** as determined by the teacher's Student Learning Objectives (SLOs). One SLO is required with multiple Indicators of Academic Growth and Development (IAGD) (no more than four) or 2 SLOs with 1 IAGD for each.

   (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators **(5%)** based on school performance index.

***Goals and Objectives Using Multiple Indicators of Growth and Development**

The district will use Smarter Balanced testing results, or beginning of year (BOY) middle of year (MOY) and end of year (EOY) district assessments for the 2015 – 2016 school year**. (45%)** of the Indicators of Academic Growth and Developments used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time.

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

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

Observation Process

Teacher Category	Requirements
First and Second Year Beginning Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and *Developing*	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference. Norwalk Focused Assistance and Intervention Plan if needed.
Proficient and *Exemplary*	Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice shall be completed every year

The district will use the Danielson Rubric (see attachment A):

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

- **Formal** Observations last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.
- **Informal** Observations last at least ten minutes and are followed by written and/ or verbal feedback.
- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

Parent Feedback

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area. Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals**.**

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey is aggregated at the school level
2. Administrators and teachers determine several school-level parent goals based on the survey feedback
3. The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher's summative rating, based on four performance levels.

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 distributed every spring and trends analyzed from year-to-year.

Determining School-Level Parent Goals

Evaluators 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. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in late August or September so agreement can be reached on 2-3 improvement goals for the entire school/program.

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.

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 teachers can measure and demonstrate progress on their growth targets. Teachers 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, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

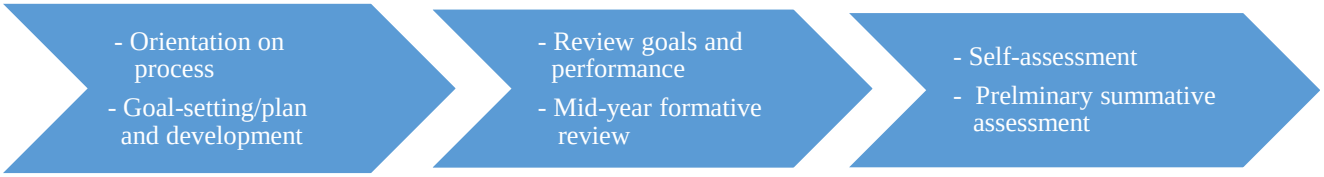
Arriving at a Parent Feedback Rating.

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her 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

Teacher Evaluation Process and Timeline

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 evaluation 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 (SLOs), 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 Common Core of Teaching Standards to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs). The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. G*oal-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 the teacher's 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 during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing review progress/ 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 SLOs 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 category and focus area 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 or before June 30.

Primary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal/house master, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will be trained through CES on the state model. School based training will center on the Danielson model. Ongoing calibration is through Todd White at *Phocused on Learning, LLC*. All evaluators are engaged in an inter-rater process. All evaluators view an entire lesson [at either elementary, middle or high school level] and rate the lesson on all 26 indicators on the Norwalk framework. The ratings are then compared to a set of scores from a national norming committee. The norming committee is a group of 8 people who work with teacher effectiveness. All evaluators' must receive a proficient score in order to evaluate our teachers. If a proficient score is not received the evaluator must continue with professional learning.

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 to exemplary practice.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Norwalk model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This will serve 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.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher and

his/her exclusive bargaining representative. Norwalk will use a Focused Assistance Model and/or an intervention model:

- 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.
- 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: peers modeling; 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; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. 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 Danielson Model 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.

Non-Classroom

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson Model, 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 is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Danielson Model.
- prioritized commendations and recommendations for development actions.
- next steps and supports the teacher can pursue to improve his/her practice.
- a timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the Danielson Model. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator.

Growth related to the focus areas should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be 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 Rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted 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?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the rubric and then make a determination about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the Norwalk Plan, each domain of the Danielson Rubric carries equal weight in the final rating. 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 (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 17 indicators.

2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

3. Evaluator averages 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 indicator ratings for each of the 17 indicators.

2. 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 17 indicators. 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 overshadows earlier observation outcomes?

   Significance: Is 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?)

3. The summative Teacher Performance and Practice category rating and the indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

Teacher Summative Rating

45% - Student Growth and Development

5% - Whole-School Student Learning Indicators

40% - Observations

10% - Parent feedback

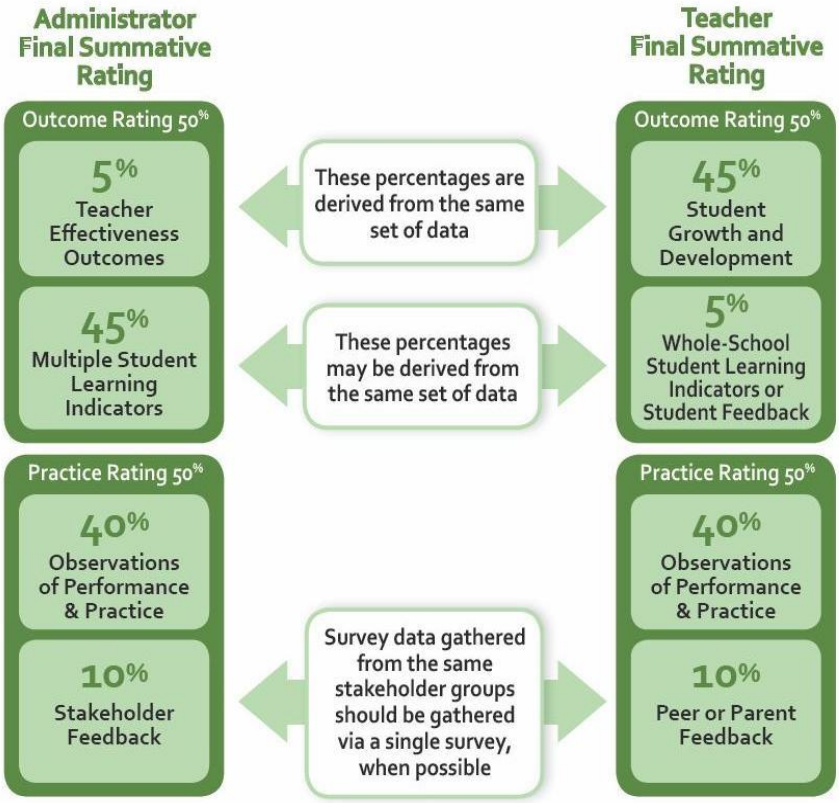
Definition of Effectiveness and Ineffectiveness

New teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel, composed of Director of Human Services, teachers union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. 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.


Administrator Final Summative Rating
Outcome Rating 50%
5% Teacher Effectiveness Outcomes
45% Multiple Student Learning Indicators
Practice Rating 50%
40% Observations of Performance & Practice
10% Stakeholder Feedback
These percentages are derived from the same set of data
These percentages may be derived from the same set of data
Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible
Teacher Final Summative Rating
Outcome Rating 50%
45% Student Growth and Development
5% Whole-School Student Learning Indicators or Student Feedback
Practice Rating 50%
40% Observations of Performance & Practice
10% Peer or Parent Feedback

ATTACHMENT A

Teacher _____ School _____Grade Level(s) _____

Subject(s) _____Observer _____Date _____

Summary of the Lesson _____

Evidence of Teaching

Domain 1: Planning and Preparation

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence				
Component	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1e **Designing Coherent Instruction**	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1f **Designing Student Assessments**	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence				

Domain 2: The Classroom Environment

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence				
Component	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

Domain 3: Instruction

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3a **Communicating with Students**	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3b **Using Questioning and Discussion Techniques**	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3c **Engaging Students in Learning**	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3d **Using Assessment in Instruction**	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
Evidence				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

Teacher _____ School _____

Strengths of the Lesson

Areas for Growth

We have participated in a conversation on the above items.

Teacher's signature _____ Date _____

Administrator's signature _____ Date _____

Evidence for Domain 4

Teacher _____ School _____ Dates_____

Grade Level(s) _____ Subject(s) _____

Evaluator _____ School Year _____–_____

Component	Evidence	Comments	Rating
4b: Maintaining Accurate Records			
4c: Communicating with Families			
4d: Participating in a Professional Community			
4e: Growing and Developing Professionally			
4f: Showing Professionalism			

Domain 4: Professional Responsibilities

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
Notes:				
Component	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
Notes:				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
Notes:				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Notes:				

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4f **Showing Professionalism**	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Notes:				

Self-Assessment of Practice

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

The final page may be combined with materials from other teachers in your school to determine the patterns of need across the school.

Domain 1: Planning and Preparation

Component	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/ media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
2d: **Managing student behavior**	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: **Organizing physical space to enable smooth flow**	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4a: **Reflecting on practice**	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: **Preparing and submitting reports and budgets**	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: **Communicating with the larger community**	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

INDICATORS	LEVEL OF PERFORMANCE			
	BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION *(continued)*

INDICATORS	LEVEL OF PERFORMANCE			
	BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
2d: **Establishing standards of conduct and contributing to the culture for student behavior throughout the school**	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: **Organizing physical space**	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
3a: **Assessing student needs**	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: **Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs**	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: **Using counseling techniques in individual and classroom programs**	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4a: **Reflecting on practice**	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: **Maintaining records and submitting them in a timely fashion**	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: **Communicating with families**	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4d: **Participating in a professional community**	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
3d: **Planning interventions to maximize students' likelihood of success**	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: **Maintaining contact with physicians and community mental health service providers**	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f: **Demonstrating flexibility and responsiveness**	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	LEVEL OF PERFORMANCE			
INDICATORS	**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
4d: **Participating in a professional community**	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

EVALUATION RUBRIC - SCHOOL SOCIAL WORKER

Domain 1: Planning and Preparation

INDICATORS	BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
1a. Demonstrating knowledge of best practices and professional standards based on state, national, district practices and federal mandates	Displays little or no knowledge of applicable state, national, district or federal mandates in the delivery of school social worker services.	Displays general knowledge of applicable state, national, district or federal mandates in the delivery of school social worker services.	Displays and integrates into practice knowledge of applicable state, national, district or federal mandates in the delivery of school social worker services.	Displays and integrates into practice extensive knowledge of applicable state, national, district or federal mandates in the delivery of school social worker services. Assumes an active role in disseminating and or sharing knowledge regarding discipline standards and district practices.
1b. Demonstrating knowledge of students	Demonstrates minimal knowledge of developmental characteristics, student/individual skills and knowledge, and cultural factors.	Demonstrates limited knowledge of developmental characteristics, student/individual skills and knowledge and cultural factors.	Demonstrates thorough knowledge of developmental characteristics, student/individual skills and knowledge and cultural factors.	Demonstrates extensive knowledge of developmental characteristics, student/individual skills and knowledge and cultural factors and shares that knowledge with colleagues and other school personnel as needed.
1c. Assisting interdisciplinary team in the development of behavior management intervention plans based on student needs	Recommendations for the development of behavioral intervention plans are not appropriate to meet student needs.	Recommendations for the development of behavioral intervention plans are partially appropriate to meet student needs.	Recommendations for the development of behavioral intervention plans are consistently appropriate to meet student needs.	Recommendations for the development of behavioral intervention plans are consistently appropriate to meet student needs. Develops creative and flexible plans for individualized intervention.
1d. Demonstrating knowledge of student needs	Demonstrates little or no knowledge of individual student needs.	Demonstrates some knowledge of individual student needs.	Demonstrates thorough knowledge of individual student needs and effectively addresses these needs.	Demonstrates thorough knowledge of individual student needs and procures additional specific resources to effectively address those needs.

EVALUATION RUBRIC - SCHOOL SOCIAL WORKER

Domain 2: Professional Practice and Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Using appropriate assessment techniques	Uses techniques that are inappropriate to the student's needs.	Uses a limited range of assessment techniques.	Uses individualized assessment techniques based on student's age, culture and present concerns.	Is highly skilled in using standardized and or informal assessment techniques based on thorough knowledge of student's background knowledge.
2b. Using appropriate intervention techniques	Uses intervention techniques that are inappropriate to student's needs.	Uses a limited repertoire of intervention techniques.	Uses individualized intervention techniques based on student's age, culture and present concern.	Uses individualized intervention techniques based on student's age, culture and present concern. Ensures carry over of intervention to other environments.
2c. Demonstrating understanding of the relationship between learning problems and school adjustment problems	Does not collaborate with other school personnel, families and community agencies in the monitoring of developmental, and educational progress of children exposed to risk factors.	Collaborates with school personnel, families and community agencies inconsistently. Monitoring student progress and developmental lags (including exposure to risk factors) is not always a priority.	Collaborates with school personnel, families and community agencies to monitor the developmental and educational progress of children exposed to risk factors.	Collaborates with school personnel, families and community agencies to monitor the developmental and educational progress of children exposed to risk factors. Supports school personnel by providing information regarding practices and behaviors that promote educational successes.
2d. Promoting a culture conducive to learning	Does not treat students with respect. Makes little effort to promote a safe and caring learning environment.	Generally treats students with respect. Makes inconsistent efforts to create a safe and caring learning environment.	Treats students with respect. Creates a learning environment that is consistently safe and caring.	Treats students with respect. Creates a learning environment that is consistently safe and caring. Promotes and advocates for a learning environment that is consistently safe and caring.

EVALUATION RUBRIC - SCHOOL SOCIAL WORKER

Domain 4: Professional Responsibilities

INDICATORS	BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
4a. Maintaining accurate special education records and confidentiality	Maintains a record keeping system that is in disarray, resulting in errors and confusion. Is not alert to issues of confidentiality	Maintains a rudimentary record keeping system that is somewhat effective. Maintains confidentiality.	Maintains a record system that is efficient and effective. Is proactive in maintaining confidentiality.	Maintains a record keeping system that is efficient and effective. Participates in the development or revision of methods and forms for maintaining accurate records. Is proactive in maintaining confidentiality.
4b. Providing consultative services to parents, students, school personnel and other professionals	Avoids involvement in consultation activities with families, school personnel and other professionals. Does not seek input from other professionals to meet student, family and school needs.	Inconsistent involvement in consultation activities with families, school personnel and other professionals. Seeks professional input some of the time to meet student, family and school needs.	Provides consultative services to parents, students, and other professionals. Regularly seeks input from other professionals to meet student, family and school needs.	Provides consultative services to parents, students, and other professionals. Always seeks input from other professionals to meet student, family and school needs. Integrates the input and recommendations of other professionals in providing services.
4c. Demonstrating professional development/ certification	Does not engage in activities to enhance knowledge or skills for professional development. Does not meet CEU requirements for certification renewal.	Participates in professional activities to a limited extent. Maintains certification requirements. Contributes to the profession in limited ways.	Seeks out opportunities for professional development activities to enhance knowledge and skill. Actively participates in assisting colleagues. Maintains certification requirements.	Seeks professional development activities to enhance knowledge and skills. Actively participates in sharing perspectives and expertise with colleagues and pursues professional development above the required certification requirements.
4d. Reflecting on professional practice	Does not attempt to assess effectiveness of educational/behavioral interventions.	Makes limited attempts in assessing effectiveness of educational/behavioral interventions.	Performs consistent, accurate, and effective reflection of effectives of educational/ behavioral interventions.	Performs ongoing assessment of educational and behavioral intervention effectiveness and adjusts practice as needed.

EVALUATION RUBRIC - SCHOOL SOCIAL WORKER

Domain 5: Student Improvement

INDICATORS	BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
5a. Collecting and maintaining relevant data to evaluate social and behavioral goals and objectives according to district procedures and legal mandates	Does not collect data or information to evaluate/rate social and or behavioral goals and objectives on a quarterly schedule or as established by the PPT.	Collects minimal data to evaluate/rate social/behavioral goals and objectives on a quarterly schedule or as established by the PPT. Reports progress in general terms.	Collects sufficient data to evaluate/rate social/behavioral goals and objectives on a quarterly schedule or as established by the PPT. Reports progress in specific terms based on individual goals and needs. Utilizes assessment data to determine service required in the areas of social and behavioral skills.	Collects all necessary information to evaluate/rate social/behavioral goals and objectives on a quarterly schedule or as established by the PPT. Reports progress in specific terms based on individual goals and needs. Utilizes assessment data to determine service required in the areas of social and behavioral skills.
5b. Utilizing appropriate methods to insure students' positive academic and social emotional outcomes for students receiving social work as a related service	Does not utilize appropriate methods to insure students' positive academic and social emotional outcomes for students receiving social work as a related service.	Utilizes some appropriate methods to insure students' positive academic and social emotional outcomes for some of the students receiving social work as a related service.	Utilizes a variety of appropriate methods to insure students' positive academic and social, emotional outcomes for all of the students receiving social work as a related service.	Utilizes a variety of appropriate methods to insure students' positive academic and social, emotional outcomes for all of the students receiving social work as a related service. Collaborates with team members to insure continuity and progress across educational settings.
5c. Demonstrating an awareness of social, emotional and behavioral needs that impact on student performance	Does not demonstrate an awareness of, and attention to, social, emotional and behavioral needs that impact on student performance.	Demonstrates awareness of, and attention to, social emotional and behavioral needs that impact on student performance but may lack depth of understanding.	Demonstrates awareness of, and attention to, social, emotional and behavioral needs that impact on student performance and shows how to use these to improve educational outcomes.	Demonstrates awareness of, and attention to, social, emotional and behavioral needs that impact on student performance and shows how to involve students in setting goals to improve educational outcomes.

EVALUATION RUBRIC - SCHOOL SOCIAL WORKER

Domain 5: Student Improvement - continued

INDICATORS	BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
5d. Developing strategies to meet student needs in crisis situations	Does not utilize adequate strategies to meet individual students needs in a crisis situation.	Demonstrates the use of limited strategies that may lack an understanding of individual students needs in a crisis situation.	Demonstrates the use of a variety of strategies that attend the individual students needs in a crisis situation.	Demonstrates the use of extensive strategies that attend the individual students needs in a crisis situation and involves families in understanding how to utilize these at home.

Student Support Specialists – Speech and Language Pathologists

Domain 1: Planning and Preparation

Component and Level of Performance

1a. Demonstrating knowledge of best practices and professional standards based on state, national, district practices and federal mandates in the delivery of speech and language services

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Displays little or no knowledge of applicable state, national, district practices in the delivery of speech or language services.	Displays generally accurate knowledge of applicable state, district, national and federal mandates in the delivery of speech or language services.	Displays and integrates into practice thorough knowledge of applicable state, district, national and federal mandates in the delivery of speech or language services.	Displays and integrates into practice extensive content knowledge of applicable state, district, national and federal mandates in the delivery of speech or language services. Assumes an active role in disseminating and or sharing knowledge about discipline standards and district services.

1b. Demonstrating knowledge of students

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Is unfamiliar with characteristics of students, such as disability, diversity, development and does not indicate that such knowledge is valuable or important.	Displays general understanding of characteristics of students, such as disability, diversity, development, and recognizes that such knowledge is valuable.	Displays thorough understanding of characteristics of students, such as disability, diversity, development, and integrates that knowledge into student's program.	Displays extensive understanding of characteristics of students, such as disability, diversity, development and thoroughly integrates that knowledge into the student's program.

1c. Planning for student needs

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Shows minimal understanding of student needs and plans regardless of needs.	Shows a general understanding of student needs and recognizes these needs when planning student programs.	Shows thorough understanding of needs and incorporates the needs in planning a student program.	Identifies and understands student needs and aggressively plans program based on best current practice or research.

1d. Demonstrating knowledge of resources

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Is unaware of resources available through the school, the district, or community and does not see their value relative to ensure student progress as it relates to the areas of speech and/or language.	Exhibits an awareness of resources through the school, district or community and recognizes their value but inconsistently uses the resources to impact on student progress as it relates to the areas of speech and/or language.	Exhibits a thorough awareness of resources available through the school district or community and uses these resources to ensure student progress as it relates to the areas of speech and/or language.	Seeks out resources available through the school, district, or community and creatively uses these resources, incorporating student input (as appropriate depending on age) for greater student progress in the areas of speech and/or language.

Student Support Specialists – Speech and Language Pathologists

Domain 2: Professional Practice and Delivery of Service

Component and Level of Performance

2a. Demonstrating caseload management

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Unable to manage a caseload and deliver speech and/or language services.	Manages caseload with some proficiency and results. Has difficulty prioritizing caseloads needs and delivery of services.	Effectively manages a caseload with ability to prioritize needs. Completes delivery of services on time.	Effectively manages a caseload responsibilities and demonstrates initiative in extending and integrating services as appropriate.

2b. Providing advocacy for students

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Provides no advocacy for the student and eliminates opportunities to receive potential benefits in the area of speech and/or language services (if eligible for services) and its impact on learning.	Provides sporadic advocacy to maintain student's educational program as it relates to speech and language areas of need.	Advocates for services to enhance student's speech and language skills if eligible for services.	Aggressively advocates for services that affect student's learning (as it relates to speech and language) and addresses challenges that may negatively impact educational progress.

2c. Communicating clearly and accurately (expressive)

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Speaks inaudibly and writes unclearly. Makes many grammar and syntax errors. Uses vocabulary that may be inappropriate, vague or inaccurate, leaving listeners or readers confused.	Speaks and writes clearly and correctly but uses limited vocabulary that is inappropriate to listener's or reader's age, background or level of understanding.	Speaks and writes clearly and correctly. Uses vocabulary that is appropriate to listener's or reader's age, background and level of understanding.	Speaks and writes clearly and correctly, conveys an intended purpose, and anticipates possible misconceptions.

2d. Communicating clearly and accurately (receptive/expressive)

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Does not listen well to others, limiting appropriate interactions.	Attempts to listen well to others during a discussion with limited success.	Listens well to others and adequately facilitates appropriate interaction among all participants.	Listen well to others, effectively facilitates appropriate interactions and successfully engages all participants in discussion.

2e. Interacting with students

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Interacts in a negative and/or non-supportive way, disregards the age and culture of the learners thus minimizing opportunities for learning.	Usually interacts in a positive and supportive way, with minimal regard for the age and culture of the learners, thus limiting opportunities for learning.	Interacts in a positive and supportive way, with regard for the age and culture of the learners, thus fostering opportunities for learning.	Consistently interacts in a positive, supportive, and respectful way, with regard for all important background characteristics of all learners, thus promoting opportunities for learning.

Student Support Specialists – Speech and Language Pathologists

Domain 3: Professional Collaboration and Consultation
Component and Level of Performance

3a. Collaborating with other school professionals to develop, promote and implement intervention programs and services to students

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Does not collaborate with school professionals in the development and implementation of intervention programs and services to students.	Makes infrequent contacts to establish collaboration, resulting in limited opportunities to provide services to benefit student learning.	Makes frequent contacts to establish successful collaboration that enhances student learning. Maintains an open mind and participates in school's interdisciplinary teams and/or departmental activities and promotes adequate student decision making based on professional standards.	Initiates and reciprocates contacts in a timely manner to ensure student learning. Includes and values student input. Actively facilitates interdisciplinary or department meetings to promote the highest professional and ethical standards in student decision making.

3b. Sharing of information

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Fails to share information relating to the student's programming and learning. Disregards confidentiality.	Inconsistently shares information thus limiting student's access to program and learning while maintaining confidentiality.	Consistently shares and exchanges information to promote student's access to programming and learning while maintaining confidentiality.	Proactively seeks and consistently shares information relevant to a student's program. Maintains confidentiality.

3c. Communicating with families

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Does not communicate with families, takes no action to respond to issues and disregards confidentiality.	Inconsistently listens to families' concerns. Attempts to communicate with families about concerns with some action and follow-up. Respects confidentiality.	Communicates frequently with families about concerns, reacts accordingly, and provides appropriate follow-up while maintaining confidentiality.	Initiates contact and communicates regularly with families about concerns, maintains confidentiality, reacts accordingly and provides appropriate follow-up.

Student Support Specialists – Speech and Language Pathologists

Domain 4: Professional Responsibilities
Component and Level of Performance

4a. Maintaining accurate records

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Records are in disarray, resulting in errors, confusion delivery of services is hindered.	Maintains records that are adequate but require frequent monitoring and supervision.	Maintains records that are complete in their content, comply with requirements and adhere to timely submission.	Maintains records whose content is comprehensive, maintenance is meticulous and are in compliance with state and federal regulations.

4b. Contributing to the school and district

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Relationships with colleagues are negative and self-serving. Avoids becoming involved in relevant activities regarding speech or language issues or initiatives.	Relationships with colleagues are cordial and participates in activities regarding relevant speech or language issues or initiatives when asked to do so.	Relationships with colleagues are cordial and supportive. Consistently participates in activities regarding relevant speech or language issues or initiatives.	Relationships with colleagues are cordial and support is offered. Keeps abreast of speech or language issues and initiatives and ensures that student services are coordinated and, where appropriate, integrated with curriculum content.

4c. Growing and developing professionally

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Makes no effort to participate in professional development activities.	Participates in limited professional development activities.	Participates in professional development activities and incorporates new knowledge and skill into practice.	Seeks out opportunities for professional development and incorporates new knowledge and skill into practice. Initiates important activities to contribute to the profession including collaborating and sharing information with colleagues and school professionals.

4d. Showing professionalism

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Is not alert or respectful to student needs. Contributes to practices that are self-serving or harmful to students.	Attempts to service students based on best information, but results are inconsistent.	Makes genuine and successful efforts to insure that all students are well serviced.	Assumes leadership position to insure that school practices and procedures are followed for all students.

Student Support Specialists – Speech and Language Pathologists

Domain 5: Student Improvement
Component and Level of Performance

5a. Collecting and maintaining relevant data to evaluate students' goals and objectives according to school district's procedures, professional standa... legal mandates

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Does not collect data or relevant information to evaluate/rate students' IEP goals and objectives on a quarterly schedule or as established by the Planning and Placement Team.	Collects minimal data or relevant information to evaluate/ rate IEP goals and objectives on a quarterly basis or as established by the Planning and Placement Team. Reports students in general terms.	Collects sufficient data or relevant information to evaluate/rate IEP goals and objectives on a quarterly schedule or as established by the Planning and Placement Team. Reports on students' progress (annually and/or on triennials) are specific to the students' individualized needs and objectives.	Collects all necessary information to evaluate/rate IEP goals and objectives on a quarterly schedule or as established by the Planning and Placement Team. Annual and/or triennial reports on students' progress contain relevant data based on assessment information, and student performance in the classroom, as well as progress during therapy sessions.

5b. Utilizing evaluation materials and procedures for assessing students' communication skills according to referral information, professional standards of practice, district procedures and legal mandates

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Does not utilize appropriate materials and/or evaluation tools to assess communication areas based on referral information, professional standards of practice, district procedures and legal mandates. Information obtained is often inaccurate and not useful in developing goals and objectives.	Occasionally utilizes appropriate materials and evaluation tools to assess communication areas based on referral information, professional standards of practice, district procedures and legal mandates. Information obtained is generally useful in developing goals and objectives.	Consistently utilizes appropriate materials and evaluation tools to assess communication areas based on referral information, professional standards of practice, district procedures and legal mandates. Information obtained is utilized in developing goals and objectives.	Demonstrates exemplary utilization of appropriate materials and evaluation tools to assess communication areas based on referral information, professional standards of practice, district procedures and legal mandates. Information obtained is utilized in developing goals and objectives. Strategies, techniques and materials are selected and recommended to support goals and objectives.

Student Support Specialists – Speech and Language Pathologists

Domain 5: Student Improvement
Component and Level of Performance

5c. Developing IEP goals and objectives that are educationally relevant, developmentally appropriate and sensitive to the child's cultural and linguistic background

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Demonstrates little sensitivity/awareness of child's developmental, cultural or linguistic background in the development/implementation of IEP goals and objectives.	Demonstrates some sensitivity/awareness of child's developmental, cultural and linguistic background in the development and instructional implementation of IEP goals and objectives but lacks depth of understanding specific areas of differences.	Demonstrates consistent sensitivity/awareness of child's developmental, cultural and linguistic background in the development and instructional implementation of IEP goals and objectives. Identifies and sequences objectives to achieve established goals.	Demonstrates exemplary sensitivity/awareness of child's developmental, cultural and linguistic background in the development and instructional implementation of IEP goals and objectives. Identifies and sequences objectives to achieve established goals.

5d. Communicating student performance based on established goals and objectives in accordance with professional standards, district procedures and federal mandates

BELOW STANDARD	DEVELOPING	Proficient	EXEMPLARY
Does not communicate student performance based on established IEP goals and objectives in accordance with professional standards, district procedures and federal mandates.	Inconsistently communicates student performance based on established IEP goals and objectives in accordance with professional standards, district procedures and federal mandates. May provide some information regarding student's progress.	Consistently communicates student performance based on established IEP goals and objectives in accordance with professional standards, district procedures and federal mandates. Provides a clear picture of student progress.	Utilizing data collected, communicates student performance based on established IEP goals and objectives in accordance with professional standards, district procedures and federal mandates. Provides a clear picture of student progress and offers further suggestions to enhance learning.

Administrator Evaluation

Professional Learning Plan

2015 – 2016

Norwalk Public Schools

Norwalk Public Schools
ADMINISTRATOR EVALUATION

Orientation

The evaluator provides the administrator with materials outlining the evaluation process, including the rubric, the instruments to be used to gather feedback from stakeholders and their alignment to the rubric, and the process and calculation by which all evaluation elements will be integrated into the overall rating. A timeline for the full cycle of the evaluation process, including general timing of each step throughout the year is also provided.

All steps must conclude by the end of the school year. All administrator evaluators received training as a pilot district.

Evaluation Process

The Norwalk Public Schools Administrator Evaluation designed model for the evaluation and support of administrators, is based on the Connecticut School Leadership Standards. Administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The Norwalk model describes four levels of performance for administrators and focuses on the practices and outcomes for effective school and district leaders. 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 (2015);
- Meeting and making progress on 2 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

Administrator Evaluation and Steps in the Norwalk Model

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

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

   a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

   b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

   a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.

   b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

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

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

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

Step 1: Orientation and Context-Setting

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

1. Student assessments data such as Smarter Balanced and/or beginning of year (BOY), middle of year (MOY) or end of year (EOY) district evaluations are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) (2016).

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

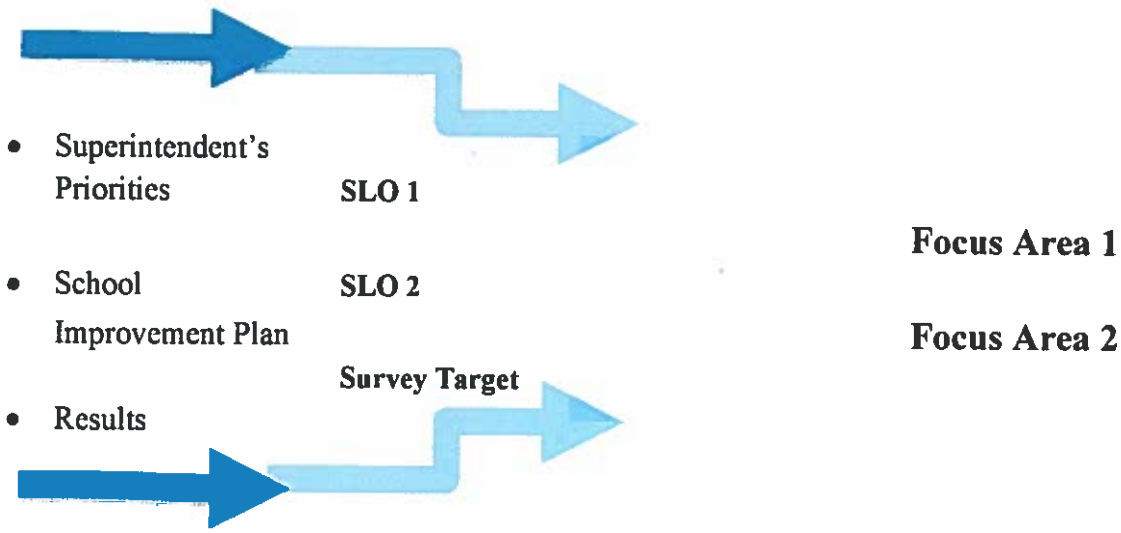
3. The superintendent has communicated his/her student learning priorities for the year.

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

5. The evaluator has provided the administrator with this document in order to orient her/ him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, 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 two Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



Locally-Determined Measures (Student Learning Objectives)

Administrators establish two Student Learning Objectives (SLOs) on measures aligned to the district goals. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, administrators 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.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

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 two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families

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 influence accomplishment of outcome goals; goals may be changed at this point. Mid-Year Conference Discussion Prompts are available on the SEED website.

Step 5: Self-Assessment

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

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

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, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

Leadership Practice Related Indicators

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

Observation of Leadership Practice, which counts for 40%; and

Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012.

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.

As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

OBSERVATION PROTOCOL/SCHEDULE

Performance ratings will be based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards.

Performance ratings distinguish among at least four levels of performance and clearly identify administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations.

Observation protocol distinguishes between observations required for principals, assistant principals and central office administrators in alignment with Guidelines and include the following requirements:

1. At least two school site observations for any administrator
2. At least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard.
3. Evaluators of assistant principals will conduct at least four observations.

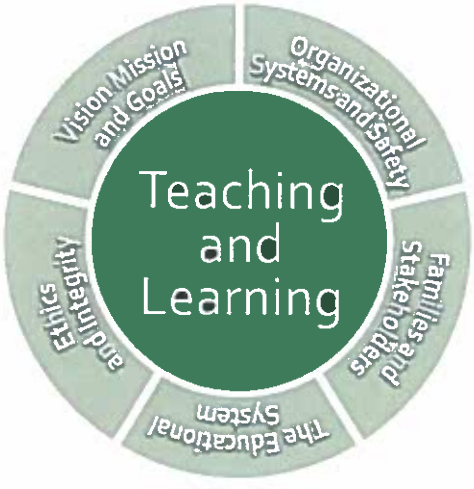
For principals, the district weights the Teaching and Learning Standard at least twice as much as any other standard.

The other standards of practice have a weighting of at least 5% of the overall evaluation.

The plan requires weights to be determined at the goal-setting conference.

The evaluator is required to provide feedback on administrator performance during the mid-year conference and end-of-year conference.

Figure 3: 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 six

performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

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

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

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

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

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

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

Strategies for Using the CCL Leader Evaluation Rubric:

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

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

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

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards8.

Performance Expectation 1: Vision, Mission and Goals

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

Element A: High Expectations for All

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*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.)
**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of developing or below standard.
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.
5. Central office administrators will create two goals and objectives aligned with CCSS or district assessments implementation and professional learning activities.

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)
Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

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 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.

Component #3: Student Learning (45%)
22.5% of the administrator's evaluation must be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's school accountability system and includes:

1) School Performance Index (SPI) progress from year to year

2) SPI progress for student subgroups

NOTE: For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval.

22.5% of the administrator's evaluation is based on at least two locally-determined indicators of student learning. At least one of which includes student outcomes from subjects and/or grades not assess on state administered assessments.

Locally determined indicators are required to align to CT learning standards.

For administrators in high schools, selected indicators include the cohort graduation rate and the extended graduation rate.

For all school-based administrators, selected indicators are required to be relevant to the student population served by the administrator's school.

Turnaround schools or schools in review, indicators used for administrator evaluation are required to align with the performance targets set out in this school's mandated improvement plan.

Component #4: Teacher Effectiveness Outcomes (5%)
It is evident that 5% of the an administrator's summative rating is based on teacher effectiveness outcomes as measured by: (a) improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations (If this approach is used, district should ensure that the process for setting student learning objectives is rigorous); and/or (b) other locally-determined measures of teacher effectiveness.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Improvement and remediation plans are developed during consultation with the administrator and his/her exclusive bargaining representative, when applicable. The plans are differentiated by the level of identified need and/or stage of development.

Norwalk has developed a system of stages or levels of support. For example:

1. Structured Support: An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

2. Special Assistance: An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. Intensive Assistance: An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

An administrator may be moved into an improvement plan if any Connecticut School Leadership Standard needs improvement.

Definition of Effectiveness and Ineffectiveness

Norwalk defines effectiveness and ineffectiveness as utilizing a pattern of summative ratings derived from the evaluation system. A pattern may consist of a pattern of one rating.

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

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel, composed of the director of human services, administrators union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. 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.

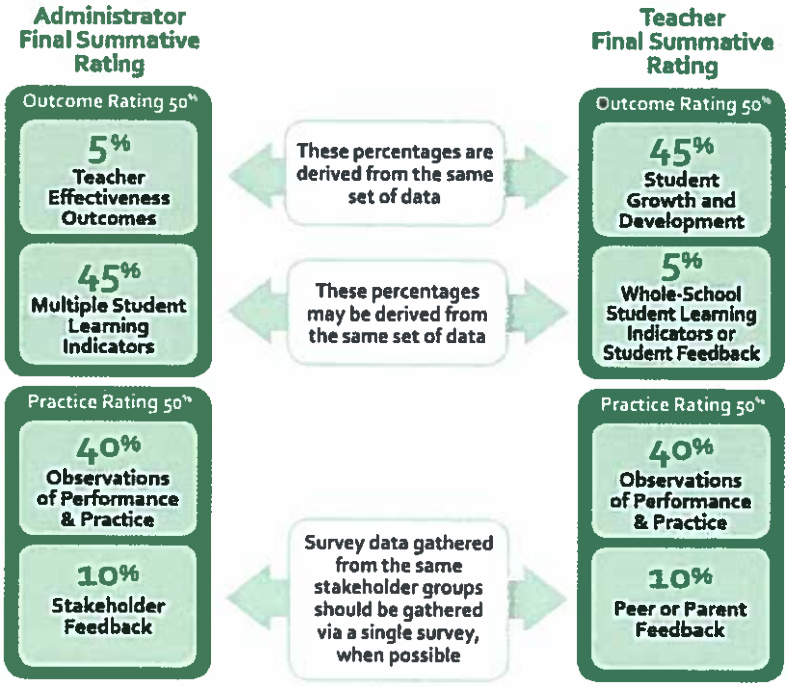
Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Informed Professional Learning

Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice and/or the results of stakeholder feedback. This is linked to district mission and goals as outlined in each school growth plan.



ATTACHMENT A

Common Core of Leading:

Connecticut School Leadership Standards

*Performance Expectations, Elements and Indicators

*For further information, visit: http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&Q=333900

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

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

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

PERFORMANCE EXPECTATION 6: The Education System

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

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

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

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

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

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.[2]

Indicators: ***A leader...***

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

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

[2] **Staff**: all educators and non-certified staff.

[3] **Stakeholder**: a person, group or organization with an interest in education.

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 commitment among all stakeholders.

Indicators: ***A leader...***

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

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

Indicators: ***A leader...***

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals.
5. Seeks and aligns resources to achieve the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Strong Professional Culture

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

Indicators: ***A leader...***

1. Develops shared understanding and commitment to close achievement gaps[4] so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty[5] teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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

[5] **faculty**: certified school faculty.

Element B: Curriculum and Instruction

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

Indicators: ***A leader...***

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.[6]
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

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

Element C: Assessment and Accountability

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

Indicators: ***A leader…***

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information[7] to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

Narrative

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

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

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

Indicators: ***A leader...***

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.
2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

Element B: Operational Systems

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

Indicators: ***A leader...***

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

Element C: Fiscal and Human Resources

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

Indicators: ***A leader…***

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.
2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

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

Indicators: ***A leader…***

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families and community members.

Element B: Community Interests and Needs

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

Indicators: ***A leader...***

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity[8] of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

Element C: Community Resources

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

Indicators: ***A leader…***

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

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

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

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

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

Indicators: ***A leader...***

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice[9] for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

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

Element B: Personal Values and Beliefs

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

Indicators: ***A leader...***

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

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

Indicators: ***A leader…***

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.
6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

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

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

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

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

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

Indicators: ***A leader...***

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

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

Indicators: ***A leader...***

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

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

Indicators: ***A leader...***

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

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

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;
(B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;
(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
(D) Foster in students the full understanding, application, and preservation of democratic principles and processes;
(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(F) Assist students in the formulation of worthy, positive goals;
(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
(I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
(J) Create an emotionally and physically safe and healthy learning environment for all students; and
(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

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

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
(B) Uphold the professional educator's right to serve effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Engage in professional learning to promote and implement research-based best educational practices;
(F) Assume responsibility for his or her professional development;
(G) Encourage the participation of educators in the process of educational decision making;
(H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;
(I) Encourage promising, qualified, and competent individuals to enter the profession;
(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
(M) Promote and maintain ongoing communication among all stakeholders; and
(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

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

(A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the Student's Family

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

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

UNPROFESSIONAL CONDUCT*

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

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

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

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

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

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

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

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

Appendix G: Leader Evaluation Rubric

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader[1] ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff[2] and high expectations for student performance.

Element A: High Expectations for All

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

The Leader…

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

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

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

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Shared understandings guide decisions & evaluation of outcomes.	tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission and goals with staff and stakeholders. provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	**develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.**	engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.
2 and 3 combined– Communicates vision; Advocates for effective learning for all	Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.	builds stakeholders' understanding and support for the vision, mission and goals. generates some support for equitable and effective learning opportunities for all students.	**publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.**	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.

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

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

The Leader…

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

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

Element A: Strong Professional Culture

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

The Leader…

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

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

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

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

The Leader…

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

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

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

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

Element C: Assessment and Accountability

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

The Leader…

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

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

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

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

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

The Leader…

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

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

The Leader…

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

Element C: Fiscal and Human Resources

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

The Leader…

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

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

The Leader…

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

Element B: Community Interests and Needs

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

The Leader…

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

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

Element C: Community Resources

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

The Leader…

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

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader…

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

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

Element B: Personal Values and Beliefs

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

The Leader…

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

Element C: High Standards for Self and Others

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

The Leader…

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

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Promotes public discussion about educational laws, policies and regulations	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	**promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.**	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
2. Builds relationships with stakeholders and policymakers	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	**develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.**	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.

3. Advocates for equity, access and adequacy of student and family resources	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	**advocates for equity, access and adequacy in providing for student and family needs using a variety ofstrategies to meet educational expectations.**	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

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

The Leader…

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader…

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

Appendix H: Examples of Evidence for Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission and Goals

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

ELEMENT A: High Expectations for All

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff[2].

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

EXAMPLES OF EVIDENCE

The school's goals and vision are shared and widely known within the school community

- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public–with a common understanding of short and long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

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

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

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

[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

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

ELEMENT A: Strong Professional Culture

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

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

ELEMENT B: Curriculum and Instruction

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

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

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

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

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

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

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

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

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

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

Element B: Community Interests and Needs

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

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

Element C: Community Resources

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

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

Element B: Personal Values and Beliefs:

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

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

Element C: High Standards for Self and Others.

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

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

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

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

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

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

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

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

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