Colchester Administrator Development and Performance Plan

Revision submitted to the Connecticut State Department of Education May 25, 2016

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The Administrator Development and Performance Plan aligns with the Teacher Development and Performance Plan. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;

- To commit to continuous growth and development for ourselves and individuals that we lead;

- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;

- To use reflection as a key tool, both individually and collectively, to shape our practice;

- To ensure that we develop and maintain high quality relationships with our stakeholders;

- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;

- To ensure that we communicate well and give and receive feedback on our leadership; and

- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1   Focus on What Matters Most

The Four areas defined by the state board as what matters for administrators are: student learning indicator (45%), administrator performance and practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2   Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The Colchester Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in Colchester's model of continuous improvement.

3   Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper *Assessing the Effectiveness of School Leaders* (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (http://www.valed.com/about.html) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4   School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

## 5   Professional Learning and Development

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So the model requires evaluators to observe the practice of administrators and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6   Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of Colchester and is integral to the work, not an addition to it.   The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.
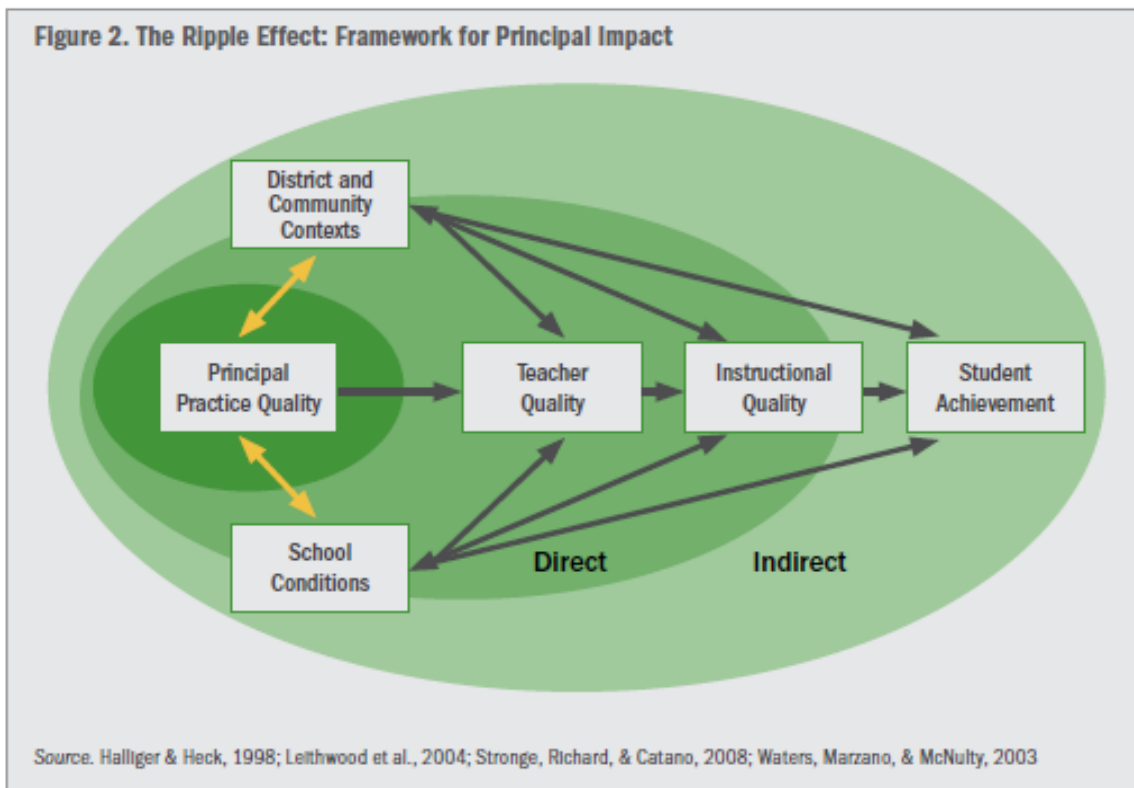
Model of Continuous Improvement

The Colchester Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).

LEARN Continuous Improvement Plan
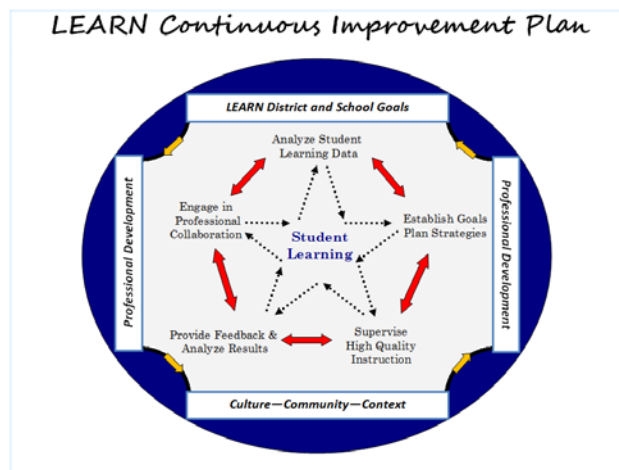
The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a "through line" from mission and vision to school and district improvement plans to leadership actions. This through-line connects from the Colchester mission and vision, and theory of action, to the school development planning process. The school development process is then driven by careful analysis of multiple indicators of school performance, supported by strategic goals, strategies and action steps. The process of improvement is driven by the leader's theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research's *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Fetters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.

Figure 2. The Ripple Effect: Framework for Principal Impact

Source. Halliger & Heck, 1998; Leithwood et al., 2004; Stronge, Richard, & Catano, 2008; Waters, Marzano, & McNulty, 2003

Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Colchester Framework) with "Instructional Leadership" evidenced as accomplished or exemplary

- Meeting Performance Expectations in the three other areas of leadership practice

- Meeting one target related to stakeholder feedback

- Meeting local targets on tests of core academic subjects

- Meeting and making progress on two student learning objectives/goals aligned to school and Colchester priorities

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

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes.** The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the Colchester region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school development and performance plan, including meaningful goals. The school development plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The 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.

The cycle itself begins with the following processes and general timeline:

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

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

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

3. The Executive Director/Superintendent or her designee has communicated student learning priorities for the year;

4. The administrator has developed a school development plan that includes student learning goals; and,

5. The evaluator has reviewed the Educator Development and Performance Plan with the Administrator to orient him/her to the evaluation process.

Annually, Colchester will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, Colchester will provide evaluators of administrators with training focused on the Administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Training includes how to

conduct effective teacher observations and providing effective feedback. Colchester administrators also participate in state training for assessment/evaluation.

July-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Executive Director's/Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district development plan. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

> Are there any assumptions about specific goals that need to be shared because of the local school context?

> Are there any elements for which Accomplished performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

> What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. 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 are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice.   Evaluators need to provide timely feedback (oral or written) after each visit.   This process relies on the professional

judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

January: Mid-year Formative Review

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

The administrator analyzes available student achievement data and considers progress toward the stated goals.

The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts to identify key themes for discussion.

The Administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point. The evaluator provides a mid-year summary to inform the leadership practice for the remainder of the school year.

April/May: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the Colchester Leadership Framework. In the Colchester Leadership Framework, the standards have been distilled into four Performance Expectations: **1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate.** For each of the four Performance Expectations, the administrator determines whether he/she:

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

The Administrator should also review their identified focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. In addition, adminsitrators are expected to reflect on their outcomes related to stakeholder feedback, student learning indicators, and teacher effectiveness outcomes. At Colchester the school development plan serves as the vehicle through which the goals are monitored and outcomes are captured. A self- assessment form is located in the appendix.   The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence.   Using the school development and performance plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals, the goals related to the specific program foci, the results related to stakeholder feedback.   Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each performance expectation to arrive at a final summative judgement. The teacher effectiveness outcomes rating is analyzed through both examination of the process of evaluating staff as well as the outcomes for teachers.

Following the conference, the evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report.   Summative

ratings are expected to be completed for all administrators prior to June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Performance and Practice, 2) Stakeholder Feedback, 3) Student Learning Indicators, and 4) Teacher Effectiveness Outcomes.

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the Colchester/Shoreline Leadership framework.

The elements of practice of the Colchester/Shoreline Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in the Colchester and shoreline region.

Improving teaching and learning is at the core of what effective educational leaders do. As such, "Performance Expectation 1: Instructional Leadership" comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the 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.

In order to arrive at these ratings, administrators are measured against the Colchester Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.

- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.

- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.

- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the Colchester/Shoreline Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

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

2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Administrator evaluators 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*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.

3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of Accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.

4. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary, accomplished, developing*, or *below standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the "Summative Rating Form," **Appendix**.)

School Based Administrators:

Rate Each Performance Expectation:

1. **Instructional Leadership**:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.			
Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission,	**(2) Developing**: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or leadership practices that work

to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	vision, and goals for instructional improvement for students.	improvement.	against instructional improvement.

2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.

Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

(4) Exemplary: Integrates a wide range of personal and	(3) Accomplished: Uses a range of personal and	(2) Developing: Uses some or inconsistent personal or	(1) Below Standard: Applies inappropriate personal or

educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Central Office Administrators

The Central Office Colchester Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

Administrators		Central Office Administrators
Educational Leadership Practice	**Personal Leadership Practice**	**Educational Leadership Practice**
Instructional leadership	**Efficacy, Initiative, Strategy**	**Instructional Leadership**
Human Capital	**Feedback, Decision Making Accountability**	**Human Capital/Talent Development**
Management and Operations	**Change Management**	**Organizational Management and Operations**
Culture and Climate	**Communication and Relationships**	**District Culture and Climate**

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of

evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator's role and scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g, other staff, community members, students, etc.). Surveys will be administered anonymously and all Colchester administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Arriving at a Stakeholder Feedback Summative Rating

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

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high

- Administrators new to the role, in which case the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

1. Select appropriate survey measures aligned to the CT Standards for School Leaders.

2. Review baseline data on selected measures.

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

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

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

6. Assign a rating, using this scale:

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

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set

Component Three: Student Learning Indicators (45%)

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

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. **Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.**

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the Administrator has no state-wide assessments, at least three goals must be established). In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, the school 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.

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

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

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

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

The Administrator and evaluator collect interim data on the goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for this portion, as follows:

Exemplary	Accomplished	Developing	Below Standard
Met all three goals and substantially exceeded at least 2 targets	Met 2 goals substantially with substantial progress on the third	Met 1 goals and made substantial progress on at least 1 other	Met 0 goals OR Met 1 goal and did not make substantial progress on the other two

Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (goals) – is 5% of an administrator's evaluation. Improving teacher effectiveness is central to an Administrator's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

As part of Colchester's teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator's success.

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

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

Determining End of Year Summative Ratings

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

A. PRACTICE:
Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%
The practice rating derives from an administrator's performance on the four Performance Expectations of the Colchester/Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:
Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%
The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

C. OVERALL: Practice (50%) + Outcomes (50%) = 100%
The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Superintendent/evaluator should examine the data and work with the administrator to gather additional information in order to make a final rating.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Summative Administrator Evaluation Rating

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

    1. **Exemplary:**   Substantially exceeding indicators of performance

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

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

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

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Colchester Framework) with "Instructional Leadership" evidenced as accomplished or exemplary

- Meeting Performance Expectations in the three other areas of leadership practice

- Meeting one target related to stakeholder feedback

- Meeting local targets on tests of core academic subjects

- Meeting and making progress on two student learning objectives/goals aligned to school and Colchester priorities

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

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *Exemplary* performance on more than a small number of practice elements. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Professional Assistance Plan

An Administrator who receives a final summative rating of "Developing" or "Below standard" will be required to work with their evaluator to design a professional assistance plan. This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective. An administrator may be moved to a Professional Assistance Plan at any point during the school year as appropriate.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and CT School Leader Standards. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness Outcomes.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Comprehensive goal setting
- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors
- Assignment of coaches
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Appropriate resources to support growth and development

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence, with a timeline as determined above. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for the Administrator in this format will be the evaluator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this Professional Assistance Plan will be the Executive Director/Superintendent and/or her designee.

Evaluation-based Professional Learning

Colchester, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. Colchester provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within or outside of the organization to meet individual learning needs.

Career Development and Growth

Colchester values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. Colchester provide opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to Colchester as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The Colchester approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

Appendices

A. Leadership Framework

B. Central Office Leadership Framework

C. Final Summative Rating Form

Leadership Framework

Key Attributes of Leadership Practice	Personal Leadership Practice				
Educational Leadership Practice **1. Instructional Leadership**	**A. Efficacy, Initiative, and Strategy:** Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.	**B. Feedback and Decision Making:** Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.	**C. Change Management** Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.	**D. Communication and Relationships:** Builds trusting and positive relationships with adults, students, families and communities to improve student learning.	**Potential Evidence of Performance**
1.1 **Mission, Vision and Goals:** Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1A: Develops a strategic improvement plan aligned to school and district mission and goals Establishes and supports a common vision of high quality instruction.	1.1B: Engages broad stakeholder input into the implementation of the school's strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with the school's vision, mission and goals to guide decisions	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community	School Improvement Plan Leadership Team Meetings Professional Development Sessions
1.2 **Student Achievement Focus:** Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.	1.2A: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Develops clear and measurable indicators of progress toward school and district goals.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback
1.3 **Collaborative Practice:** Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.	1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.	1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.	1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.	Team Meetings School Schedule Formative Data Professional Development Sessions
2. Human Capital	**A. Efficacy, Initiative and Strategy**	**B. Feedback and Decision Making**	**C. Change Management**	**D. Communication and Relationships**	**Sample Evidence of Performance**

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
2.1: **Recruitment, Selection, and Retention:** Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.	2.1A:Develoips and applies a recruitment and selection strategy that is integrated with strategic plan.	2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.	2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs	2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff	Staffing Patterns
2.2: **Professional Learning:** Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.	2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.	2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.	2.2C: Ensures coherence in the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning . Actively seeks and allocates resources to build and sustain improvement	PD Calendar Team Meetings School development plan
2.3: **Observation and Performance Evaluation:.** Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.	2.3A: Administrators and teachers collaboratively develop a shared understanding of effective performance aligned with the instructional mission and vision of the school and district	2.3B: Regularly gives staff clear, timely, and actionable feedback based on observation, student learning data, and other evaluation criteria.	2.3C: Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make performance management decisions.	2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	School Improvement Plan Observations and Evaluations Special Education Data
3. Management and Operations	**A. Efficacy, Initiative and Strategy**	**B. Feedback and Decision Making**	**C. Change Management**	**D. Communication and Relationships**	**Sample Evidence of Performance**
3.1 **Management of the Learning Environment:** Uses all available resources to create an environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.	3.1B:. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration	3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Parent and staff communication Newsletters Schedules Office Environment Parent and Student Surveys
3.2 **Safety and Security:** Develops, Implements, and regularly evaluates a comprehensive safety and security plan	3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.	3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services	3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	Crisis Team Plan Safety Plan ED166
3.3 **Resource Management**: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns
4. Culture and Climate	**A. Efficacy, Initiative and Strategy**	**B. Feedback and Decision Making**	**C. Change Management**	**D. Communication and Relationship**	**Sample Evidence of Performance**
4.1 **Family and Community Engagement:** Promotes the	4.1A: Publicly advocates the vision, mission and goals so that the school	4.1B: Ensures that all members of the school community have a strong voice	4.1C: Consistently and effectively empowers parents to use a variety	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by	School Improvement Plan Parent Survey

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district	community understands and supports equitable and effective learning opportunities for all students.	in regard to concerns, ideas, and interests	of strategies to engage families as leaders and partners in decisions about improving school- wide and student- specific learning	consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	Parent Meetings
4.2 **School Culture and Climate:** Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.	Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data
4.3 **Equitable and Ethical Practice:** Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Rate Each Performance Expectation:

1. **Instructional Leadership**:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

achievement for all through collaborative processes.
Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	**(2) Developing**: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. **Human Capital/Talent Development:**

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.
Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. **Management and Operations:**

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.
Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.
Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

RATE each Performance Expectation:

Performance Expectation 1: Instructional Leadership

Performance Expectation 2: Human Capital/Talent Development

Performance Expectation 3: Management and Operations

Performance Expectation 4: Culture and Climate

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

40% Leadership Practice =

Central Office Leadership Framework

Central Office Leadership Framework

Key Attributes of Leadership Practice	Personal Leadership Practice				
Educational Leadership Practice **1. Instructional Leadership**	**A. Efficacy, Initiative, and Strategy:** Demonstrates an urgency to continuously improve and a strategy for improving outcomes for all students. Consistently applies initiative and persistence to accomplish ambitious goals.	**B. Feedback, Accountability and Decision Making:** Develops and implements systems that generate feedback for and from the school district community for accountability. Uses multiple sources of information when making decisions.	**C. Change Management** Manages resistance to change and engages the school community to maintain a consistent focus on high levels of achievement. Manages both technical and adaptive change.	**D. Communication and Relationships:** Builds trusting and positive relationships with the school community that supports the school district vision and mission	**Potential Evidence of Performance**
1.1 **District Mission, Vision and Goals:** Promotes and maintains a clear instructional mission and vision for all students and staff that is shared by the district community and articulated through strategic plans.	1.1A: Develops a strategic improvement plan to guide school and departmental mission and goals. Establishes and supports a common vision of high quality instruction. Cultivates urgency and commitment to continuously improve.	1.1B: Engages broad stakeholder input into the implementation of the district strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with and to shape each school's vision, mission and goals to guide decisions.	1.1C: Uses data systems to identify district strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals. Assesses and addresses technical and adaptive needs and aligns resources to support those needs.	1.1D: Engages district staff to cultivate a shared mission and vision to guide the work of the district. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan, actions and progress with school community/board.	Articulated District improvement plans aligned with school or departmental plans Leadership Team Meetings Professional Development Sessions
1.2 **District Focus:** Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Promotes organizational coherence and alignment through district focus.	1.2A: Develops an articulated theory of action for achieving district goals. Establishes clear goals and action steps related to the strengthening of curriculum, instruction, and assessment. Routinely communicates district focus to promote coherence. Develops clear and measurable indicators of progress toward district goals.	1.2B: Regularly develops and uses multiple sources of data and information to develop, monitor, and adjust instructional focus and strategic plan based on student, district and community needs. Creates systems that promote feedback based on data to improve. Uses multiple sources of data to determine priorities.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the district implements the strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success. Advocates for resources to support improvement efforts.	District Improvement Plan Student Learning Data Professional Development Sessions Administrator meetings
1.3 **District Structures and Processes:** Develops the capacity of others to support the mission. Creates a clear structure and direction for distributed leadership. Builds the capacity of others to make decisions aligned to mission.	1.3A: Establishes district team structures and processes to support improving curriculum, instruction and assessment. Provides and aligns the support, time and resources to achieve successful implementation.	1.3B: Coaches, monitors and gives feedback to school leaders. Actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages leader and team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Enables staff to move from compliance to commitment.	1.3D: Builds collaborative and productive relationships with all members of the school community. Builds feedback loops, ensuring communication flows both up and down. Facilitates communication within and among key stakeholder groups. Communicates clearly and purposefully with the board/leadership.	Leadership Meetings Board meetings Team structures Formative Data Professional Development Sessions
2. Human Capital/Talent Development	**A. Efficacy, Initiative and Strategy**	**B. Feedback, Decision Making, and Accountability**	**C. Change Management**	**D. Communication and Relationships**	**Sample Evidence of Performance**

	A	B	C	D	Sample Evidence of Performance
2.1: **Recruitment, Selection, and Retention:** Establishes and implements processes to recruit, select, develop, and retain effective educators needed to implement district mission and strategic plan.	2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan and applied across the schools and departments. Aligns human resources with the district vision and goals. Establishes and uses effective criteria and processes for hiring, developing, and retaining staff.	2.1B: Consistently uses evidence/data of effective teaching and leadership (e.g., demonstration lessons, lesson/unit plan analysis) as primary factors in recruiting and selection decisions. Involves teachers and leaders in selection processes for all instructional staff. Uses differentiated approaches to develop staff across their career.	2.1C: Uses multiple channels to identify the most effective leaders and teachers and strategically places them into positions based on his/her knowledge of strengths and areas for growth, considering student needs. Articulates district expectations to new hires and reinforces core values and expectations to retain staff.	2.1D: Creates and maintains trusting and positive relationships with teachers, administrators and staff. Builds relationships in the profession (e.g., training programs) and within district to obtain highly qualified and diverse staff.	Staffing Patterns Professional development re: recruitment
2.2: **Professional Learning:** Establishes a collaborative professional learning program linked to student, classroom, and school/district data, considering both individual school and district goals.	2.2A: Ensures the development, implementation and evaluation of curriculum, instruction and assessment; aligns content standards, teaching, assessment, and professional development/learning opportunities. Provides support, time, and resources to engage staff in reflective practice that leads to evaluating and improving instruction.	2.2B: Aligns district professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all staff receives feedback and aligned professional learning opportunities.	2.2C: Cultivates shared leadership opportunities for improving instructional practice. Addresses resistance to changes in instructional practice and cultivates commitment to the work. Models continuous learning expectations in their own practice. Keeps current with evolving trends and research in the field that supports district development.	2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement. Advocates for the importance of professional learning in district development and resource allocation.	PD Calendar Team Meetings Board presentations
2.3: **Observation and Performance Evaluation:** Ensures high quality, standards based instruction by building the capacity of leaders to promote the development of their staff.	2.3A: Collaboratively develops a shared understanding of effective performance aligned with the instructional mission and vision of the school and district.	2.3B: Regularly gives leaders clear, timely, and actionable feedback based on observation, school or departmental learning data and other evaluation criteria. Reviews evaluation data generated by leaders to refine/guide evaluation practices. Provides differentiated opportunities to develop staff.	2.3C: Uses multiple sources of data to evaluate staff and maximizes the use of district evaluation systems to promote growth. Regularly looks at a body of evidence to identify supports and make performance management decisions. Makes performance decisions that may not be popular but effect necessary change.	2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary. Promotes and celebrates high quality performance and cultivates opportunities for effective staff to share their practices with others.	District improvement plans Observations and Evaluations Special Education Data
3. Organizational Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback, Decision Making, and Accountability	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
3.1 **Management of the Learning Environment:** Uses all available resources to create a professional learning community and environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the district to support student learning.	3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system. Monitors and continuously evaluates the efficacy of district systems and makes modifications as necessary to support effectiveness.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration	3.1D: Communicates in a regular, timely and clear manner. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Communication samples Newsletters Schedules Office Environment Staff Surveys
3.2 **Safety and Security:** Develops, Implements, and regularly evaluates a	3.2A: : Implements and monitors a clear crisis management plan that is known by all staff, periodically tested,	3.2B Continually engages the school district community in the development, implementation and	3.2C: Is responsive to legislative or best practices to school safety and security and makes appropriate	3.2D: Develops positive and trusting relationships with all members of the school community as well as law enforcement and	Crisis Team Plan Safety Plan

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; Central Office Inquiry, Agular and Goughnour, WestEd

comprehensive safety and security plan	and updated as needed. Engages in appropriate decision making, communication and resource allocation for crisis or emergency situations.	evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	modifications to the district system. Engages school leaders in effective school practices and supports the provision of appropriate health and social services.	first responders. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	
3.3 **Resource Management**: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the district improvement plan that is transparent and fiscally responsible. Aligns staffing and human resources with district goals.	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement.	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns
4. District Culture and Climate	**A. Efficacy, Initiative and Strategy**	**B. Feedback, Decision Making and Accountabilty**	**C. Change Management**	**D. Communication and Relationship**	**Sample Evidence of Performance**
4.1 **School District Community Engagement:** Actively engages school leaders, staff, board, families and community partners, and other stakeholders to promote the school district mission.	4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests. Establishes routines and processes to solicit feedback and input on system expectations.	4.1C: Consistently and effectively empowers leaders to use a variety of strategies to engage families as leaders and partners in decisions about improving learning. Models the district expectations in their own learning environments.	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	School Improvement Plan Parent Survey Parent Meetings
4.2 **School District Culture and Climate:** Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the district.	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the district and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor district culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, Cultivates parent advocacy for schools and the district mission.	Observation School Improvement Plan Staff Survey SRBI Data
4.3 **Equitable and Ethical Practice:** Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community. Upholds and models equitable, ethical and inclusive practices.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; Central Office Inquiry, Agullar and Goughnour, WestEd

Rate Each Performance Expectation:

Performance Expectation 1: Instructional Leadership:

Effective central office instructional leaders work in their district communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all and support the implementation of the mission through meaningful collaborative processes. Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the district community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the district community to achieve the mission, vision, and goals for instructional improvement for students.	**(2) Developing**: Uses some or inconsistent personal and instructional leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	**(1) Below Standard**: Applies inappropriate personal or leadership practices or implements personal or leadership practices that work against instructional improvement.

Performance Expectation 2: Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation. Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; Central Office Inquiry, Aguilar and Goughnour, WestEd

Performance Expectation 3: Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and educational leadership practices to ensure safety, security and resource management._ Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school district priorities.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

Performance Expectation 4: Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

RATE:

Performance Expectation 1: Instructional Leadership:

Performance Expectation 2: Human Capital/Talent Development:

Performance Expectation 3: Management and Operations:

Performance Expectation 4: Culture and Climate:

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Meets expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Central Office Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Central Office Leadership Framework.

Final Summative Rating Form

Component One: Leadership Practice (40%)

> Rate each Performance Expectation using all evidence both provided and observed through site visits, conferences, and conferences

Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.
1.1 **Mission, Vision and Goals:** Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.
Using evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.			
2.1: **Recruitment, Selection, and Retention:** Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.			
2.2: **Professional Learning:** Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.			
2.3: **Observation and Performance Evaluation:**. Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.
Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.			
3.1 **Management of the Learning Environment:** Uses all available resources to create an environment conducive to student and adult learning.			
3.2 **Safety and Security:** Develops, Implements, and regularly evaluates a comprehensive safety and security plan			
3.3 **Resource Management**: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan			
Using evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment;

			resources are not or are misaligned.

Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

4.1 **Family and Community Engagement:** Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district

4.2 **School Culture and Climate:** Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school

4.3 **Equitable and Ethical Practice:** Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.

Using evidence determine:

(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Component One: Leadership Practice (40%) Rating: _____

Component Two: Stakeholder Feedback (10%)

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

Component Two: Stakeholder Feedback (10%) Rating: _____

Component Three: Student Learning Indicators (45%)

Exemplary	Accomplished	Developing	Below Standard
Met all three objectives/goals and substantially exceeded at least 2 targets	Met 2 objectives /goals substantially with substantial progress on the third	Met 1 objective/goals and made substantial progress on at least 1 other	Met 0 objectives/goals OR Met 1 objective/goal and did not make substantial progress on the other two

Component Three: Student Learning Indicators (45%) Rating: _____

Component Four: Teacher Effectiveness Outcomes (5%)

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

Component Four: Teacher Effectiveness Outcomes (5%) Rating_____

Summative Ratings

Component One: Leadership Practice (40%)   **Rating:** _____

Component Two: Stakeholder Feedback (10%)   **Rating:** _____

Component Three: Student Learning Indicators (45%)   **Rating:** _____

Component Four: Teacher Effectiveness Outcomes (5%)   **Rating:** _____

Practice Rating: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

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

The overall rating combines the practice and outcomes ratings using the matrix below. Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:**   Substantially exceeding indicators of performance

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

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

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

Circle the rating for Practice. Circle the rating for Outcomes. Connect the two on the matrix.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Summative Evaluation Final Rating: _____