



Hartford Public Schools Teacher Development & Evaluation Handbook

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Developed By HPS Educators

Hartford Public Schools
960 Main Street, 9th Floor
Hartford, Connecticut 06103



“Every student thrives and every school is high performing.”

Table of Contents	Pg
SECTION I: INTRODUCTION	2
Identifying Instructional Excellence Committee (IIEE)	2
Purpose and Rationale of the Evaluation System	3
Core Design Principles	3
Evaluation and Support System Overview	4
HPS Teacher / Administrator Evaluation Model Comparison	5
Teacher Evaluation Process and Timeline	6
Evaluation Process and Timelines Chart	8
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing	9
Support and Development	9
Evaluation-Based Professional Learning	9
Career Development and Growth	9
SECTION II: TEACHER PRACTICE RELATED INDICATORS	10
Teacher Practice Related Indicators	10
Teacher Performance and Practice (40%)	10
Teacher Practice Framework	11
Student Outcomes Related Indicators	12
Pre and Post-Conferences	12
Observation Feedback	12
Observation Track Placement Summary	13
Formal Observation Process	16
Informal Observation Process	17
Review of Practice Observation Process	18
Single Observation Scoring and Rating	19
Domain 4 – Professional Responsibilities	20
Scoring and Rating of Teacher Practice 40%	21
Parent Feedback (10%)	22
Overview of Objective of Parent Engagement (OPE)	22
OPE Setting Process	24
SECTION III: STUDENT OUTCOMES RELATED INDICATORS	25
Student Related Indicators	25
Student Growth and Development (45%)	25
Overview of Student Learning Objectives (SLOs)	25
SLOs Setting Process	29
Whole-School Student Learning Indicator (5%)	29
SECTION IV: SUMMATIVE EVALUATION	30
Summative Evaluation Rating: Classroom and Non-Classroom Teachers	30
Summative / End of Year Evaluation Process	31
Definition of Effectiveness and Ineffectiveness	32
Dispute Resolution Process	32
SECTION V: IMPROVEMENT AND REMEDIATION PLANS	32
Specific Structured Support	32
Professional Intensive Assistance	33
SECTION VI: APPENDICES	35
CCT Rubric for Effective Teaching	35
CCT Rubric for Effective Service Delivery	48
Evidence Guides	61

SECTION I: INTRODUCTION

Identifying Instructional Excellence Committee (IIE)

HPS's Professional Development and Evaluation Committee (PDEC)

Committee Members:

Jennifer Allen, Chief Talent Officer

Autumn Baltimore, Coordinator of Career Development/TEAM District Facilitator

Corinne Clark Barney, Principal

Oliver Barton, Assistant Superintendent

Sally Biggs, Principal

Kathleen Chao, Teacher

Victor Cristofaro, HPSA Vice President, Assistant Principal

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Sarah Diggs, Acting Director of Professional Learning

Guillermo Garcia, Director of Information Management

Jay Gutierrez, HFT Second Vice President

Joshua Hall, HFT First Vice President

Sandra Inga, HPSA President, S.T.E.M./Physical Education/Health Director

Andrea Johnson, HFT President

Gary Lotreck, Teacher

Brandi Lumpris, Assistant Principal

Joanne Manginelli, Executive Leadership Coach

Abby Olinger-Quint, Director of Assessment Systems and Data Acquisition

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Jacqueline Ryan, Teacher

Tracy Saperstein, Assistant Principal

Lisa Sepe, Teacher

Kathie Stroh, HFT Educational Issues Coordinator

Core Beliefs

We agree that an effective Teacher Development and Evaluation System must support teacher development, growth and performance and must enhance student learning. This evaluation system must be fair, accurate, reliable, and transparent. The effective implementation of the evaluation system can only occur in an atmosphere of trust that promotes collaborative dialogue and enhanced professional practice of all educators in our schools.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The purpose of this evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of this model:

- Considers multiple, standards-based measures of performance

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; and locally developed curriculum standards.

- Promotes both professional judgment and consistency

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases.

- Fosters dialogue about student learning

This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- Encourages aligned professional development, coaching and feedback to support teacher growth

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students.

Evaluation and Support System Overview

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

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - a. Observation of teacher performance and practice (40%)
 - b. Parent feedback (10%)
2. Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%)
 - b. Whole-school measures of student learning (5%)

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

Highly Effective – Substantially exceeding indicators of performance

Effective – Meeting indicators of performance

Developing /Needs Improvement – Meeting some indicators of performance but not others

Ineffective /Unsatisfactory – Not meeting indicators of performance

HPS Teacher / Administrator Evaluation Model Comparison

Teacher Evaluation Model		Administrator Evaluation Model	
Teacher Practice 50%		Administrator Practice 50%	
40%	Observation of Teacher Performance Danielson Framework For Teaching Rubric and Other Effective Practice Rubrics	40%	Site Visits of Leadership Practice CT Department of Education Leadership Practice Rubric
10%	Parent Feedback One teacher-developed parent engagement objective based upon HPS School Climate and Connectedness Survey	10%	Stakeholder Feedback School-wide objective based upon HPS School Climate and Connectedness Survey
Student Outcomes 50%		Student Outcomes 50%	
22.5%	Student Growth and Development One teacher-developed student learning objective based on local standardized or non-standardized measures	45%	Student Growth and Development Three student learning objectives based upon locally determined standardized / non-standardized measures
22.5%	One teacher-developed student learning objective based on non-standardized measures		
5%	Whole-School Measure Aggregate rating on principal's three student learning objectives on locally determined measures	5%	Teacher Effectiveness Success of teachers' student learning objectives

Teacher Evaluation Process and Timeline

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

Goal-Setting and Planning:

1. Orientation on Process By September 15th

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

2. Teacher Reflection and Goal-Setting By November 1st

The teacher examines student data, prior year evaluation, School Climate and Connectedness survey results, the HPS Teacher Development and Evaluation Handbook and any other pertinent identified resources to draft proposed performance objectives: one objective of parent engagement (OPE) and two student learning objectives (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the objective setting process.

3. Objective-Setting Conference By November 1st

The evaluator and teacher meet to discuss the teacher's objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

An effort should be made to mutually agree upon the objectives. HPS' Office of Talent Management's designee may provide support to the evaluator and teacher to resolve possible disagreement. In the event no agreement can be reached, the evaluator's decision will be final.

Mid-Year Check-In:

1. Reflection and Preparation

By March 1st

The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in. Teacher completes the mid-year self-assessment prior to mid-year conference.

2. Mid-Year Conference

By March 1st

The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on the objective of parent engagement (OPE), two student learning objectives (SLOs) and other performance to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. The mid-year conference for non-tenured teachers and the summative evaluation form will serve as recommendation for renewal or non-renewal. For tenured and non-tenured teachers (who are renewed) a written summary of the conference is not required.

Summative / End of Year Process:

1. Teacher Self-Assessment

By June 1st

The teacher reviews all information and data collected during the year and completes the end-of-year self-assessment and a final report on progress for the one OPE and two SLOs for review by the evaluator.

2. Scoring

By June 1st

The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

3. End-of-Year Conference

By June 1st

The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1st.

The Whole-School Student Measure (5%) will **not** be determined by the Hartford Public Schools by June 1st. If the whole-school score changes the teacher's final summative rating, then an additional conference will be held, but no later than September 15th.

Evaluation Process and Timelines Chart

All Classroom and Non-Classroom Teachers

Timeline	ACTION	FOCUS	MEETING	DUE DATE
Beginning of the Year	Orientation	Evaluation Overview/Determination of Annual School Focus	Yes	By September 15
	Finalize Objective #1 22.5%	Student Learning Objectives and Indicators of Academic Growth and Development (SLO 1)	Yes	By November 1
	Finalize Objective #2 22.5%	Student Learning Objectives and Indicators of Academic Growth and Development (SLO 2)		
	Finalize Objective #3 10%	Objective of Parent Engagement and Indicators of Growth/Targets (OPE)		
During the Year	Observations	On-going Observational Feedback Formal, Informal, and/or Review of Practice	Yes	By November 1, February 1, and May 1*
	Mid-Year Check-In	Review Mid-Year Self-Assessment Review Progress of SLO's and OPE	Yes	By March 1
End of the Year	Summative Evaluation	Score and review SLO's and OPE Review End of the Year Self-Assessment Review Domain 4 Professional Responsibilities Review Recommendations from Observations	Yes	By June 1
	Whole School Measures	Completed by Central Office Score based on Administrator/Evaluator's SLO Rating	No	By September 15

*by the 15th for tenured teachers

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

Opportunities for administrators are provided for training and calibration regarding the Connecticut Common Core of Teaching (CCT) for Effective Teaching and Effective Service Delivery. All newly hired evaluators of teachers are required to train and pass the proficiency assessment. The training is significant and is ongoing.

After the initial proficiency assessment, evaluators will engage in a comprehensive annual recalibration program that has been negotiated with the Administrators' bargaining unit. The program may include co-observations, practice scoring videos and/or the successful completion of a calibration assessment. There are professional development sessions scheduled 2 to 4 times annually to support evaluators in completing the program.

Administrators who have successfully completed the proficiency assessment will be eligible for annual calibration.

Support and Development

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

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. The professional learning opportunities for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Evaluation-based professional learning will be focused upon district and school-wide, group and individual needs grounded in performance on all measures that determine the level of effectiveness of a teacher. HPS provides monthly early release days that allow for district and school based professional learning aligned with evaluation-based teacher needs.

Career Development and Growth

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

The following are some of teacher leader positions offered in the district:

District-Based

Coordinator of Career Development
Coordinator of Teacher / Leader Development
Curriculum Specialist
Intervention Specialist

School-Based

Literacy Coach
Theme Coach
Instructional Coach
TEAM Lead Mentor

SECTION II: TEACHER PRACTICE RELATED INDICATORS

Teacher Practice Related Indicators

The Teacher Practice Related Indicators, half of the teacher evaluation model, evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

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

Teacher Performance and Practice (40%)

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

Overview of Observations

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

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

During observations (formal/informal) and/or a review of practice, evaluators will take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator will align the evidence with the appropriate indicator(s) on the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching (2014) and the CCT Rubric for Effective Service Delivery (2015).

Service Delivery

Support specialists or service delivery providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a "caseload" of students, staff and/or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following assignments*, with the recommendation of the evaluator, may be evaluated under the Service Delivery Rubric:

Instructional Coach, Guidance Counselor, Social Worker, School Psychologist, Speech/Language Pathologist, Theme Coach, Curriculum Specialist, Central Office Teacher, Intervention/Resource Room Teacher.

**Non-exclusive list*

CT Common Core of Teaching Rubrics (see appendix for details)

CCT Rubric for Effective Teaching 2014 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ol style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
<p>▶ Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>▶ Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>▶ Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ol style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p>▶ Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p>▶ Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Student Outcomes Related Indicators

A. Classroom Formal and Informal Observations (In-Class)

Classroom observations provide the most evidence for Domains 1 and 3 of the CCT; both pre-and post-conferences provide the opportunity for discussion of all four domains.

1. Formal

In-class with pre and post conference required (announced)

2. Informal

In-class with post-conference required (announced or unannounced)

In-class with post-conference optional (announced or unannounced)

B. Reviews of Practice (Out of Class)

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the CCT Rubrics, all interactions with teachers and students that are relevant to instructional practice and professional conduct may contribute to performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, review of special education records, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, attendance records from professional development or school-based activities/events and typical professional occurrences with staff, parents, community members and students.

3. Review of Practice

Out-of-class with pre and post-conference required (announced or unannounced)

Out-of-class with optional pre and required post-conference (announced or unannounced)

Out-of-class with pre and post-conference optional (announced or unannounced)

Any CCT indicator from each of the four domains may be scored or not for a formal, informal or review of practice observation.

Pre and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate. Post-conferences provide a forum for reflecting on the observation against the CCT and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus
- involves written and/or verbal feedback from the evaluator

Observation Feedback

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

- specific evidence and ratings, where appropriate, on observed indicators of the CCT
- identified areas of strength and areas for growth
- specific recommendations for improvement

Observation Track Placement Summary

There are six different observation tracks. A teacher’s track is based upon one or more of the following variables: tenure status, prior year’s evaluation rating, and classroom or non-classroom teacher. Each observation track timeline and requirements are outlined in a separate chart.

OBSERVATION TRACK PLACEMENT				
TRACK #	Rubric	Tenure Status	Previous Evaluation Rating	Classroom or Service Delivery
1	CCT Rubric for Effective Teaching	Tenured	Highly Effective / Effective (2.50 or higher)	Classroom*
2		Tenured	Needs Improvement / Ineffective (2.49 or lower)	
3		Non-Tenured	N/A	
4*	CCT Rubric for Effective Service Delivery	Non-Tenured	N/A	Support specialists or service providers*
5*		Tenured	Highly Effective / Effective (2.50 or higher)	
6*		Tenured	Needs Improvement / Ineffective (2.49 or lower)	

*All teachers will be automatically placed into Tracks 1 – 3 with the CCT Rubric for Effective Teaching based on their tenure status and previous year evaluation rating. Evaluators must recommend that a teacher be moved to Tracks 4, 5, or 6 using the Effective Service Delivery Rubric.

Support Specialists or Service Delivery providers who may be eligible for this placement includes: Instructional Coach, Guidance Counselor, Social Worker, School Psychologist, Speech/Language Pathologist, Theme Coach, Curriculum Specialist, Central Office Teacher, Intervention/ Resource Room Teacher.

NOTE: Tracks cannot be changed during the academic year. It is critical to make sure that the teacher is placed on the correct track. Teachers earning tenure during the year will remain in their current tracks until the following year.

Observation Timeline and Requirements for CLASSROOM TEACHERS

TRACK ONE					
Tenured Classroom Teachers					
Highly Effective or Effective (2.50 or higher) Based on Previous Year's Evaluation Rating					
Action	Type	Announced or Unannounced	Pre-Conference	Post-Conference	Due Date
Observation	In-class (Formal)	Announced	Required	Required	Any Order By Nov. 15 Feb. 15 May 15
Observation	In-class (Informal)	Announced or Unannounced	Optional	Required	
Observation	Out-of-Class (Review of Practice)	Announced or Unannounced	Optional	Optional	

TRACK TWO					
Tenured Classroom Teachers					
Needs Improvement or Ineffective (2.49 or lower) Based on Previous Year's Evaluation Rating					
Action	Type	Announced or Unannounced	Pre-Conference	Post-Conference	Due Date
Observation	In-class (Formal)	Announced	Required	Required	Any Order By Nov. 15 Feb. 15 May 15
Observation	In-class (Formal)	Announced	Optional	Required	
Observation	In-class (Informal)	Announced or Unannounced	Optional	Optional	

TRACK THREE					
Non-Tenured Classroom Teachers					
Action	Type	Announced or Unannounced	Pre-Conference	Post-Conference	Due Date*
Observation	In-class (Formal)	Announced	Required	Required	Any Order By Nov. 1 Feb. 1 May 1
Observation	In-class (Formal)	Announced	Optional	Required	
Observation	In-class (Informal)	Announced or Unannounced	Optional	Optional	

Timelines can be modified as necessary due to specific circumstances

Domains 1, 2, 3 and 4 may be scored for any type of observation

*3rd observation not required if recommended for non-renewal.

Observation Timeline and Requirements for SERVICE DELIVERY Teachers

TRACK FOUR					
Non-Tenured Support Specialists or “Service Delivery” Teachers					
Action	Type	Announced or Unannounced	Pre-Conference	Post-Conference	Due Date*
Observation	Out-of-Class (Review of Practice)	Announced	Required	Required	Any Order By Nov. 1 Feb. 1 May 1
Observation	Out-of-Class (Review of Practice)	Announced	Optional	Required	
Observation	Out-of-Class (Review of Practice)	Announced or Unannounced	Optional	Optional	

TRACK FIVE					
Tenured Support Specialists or “Service Delivery” Teachers Highly Effective or Effective (2.50 or higher) Based on Previous Year’s Evaluation Rating					
Action	Type	Announced or Unannounced	Pre-Conference	Post-Conference	Due Date
Observation	Out-of-Class (Review of Practice)	Announced	Required	Required	Any Order By Nov. 15 Feb. 15 May 15
Observation	Out-of-Class (Review of Practice)	Announced or Unannounced	Optional	Required	
Observation	Out-of-Class (Review of Practice)	Announced or Unannounced	Optional	Optional	

TRACK SIX					
Tenured Support Specialists or “Service Delivery” Teachers Needs Improvement or Ineffective (2.49 or lower) Based on Previous Year’s Evaluation Rating					
Action	Type	Announced or Unannounced	Pre-Conference	Post-Conference	Due Date
Observation	Out-of-Class (Review of Practice)	Announced	Required	Required	Any Order By Nov. 15 Feb. 15 May 15
Observation	Out-of-Class (Review of Practice)	Announced	Optional	Required	
Observation	Out-of-Class (Review of Practice)	Announced or Unannounced	Optional	Optional	

Timelines can be modified as necessary due to specific circumstances

Domains 1, 2, 3 and 4 may be scored for any type of observation

*3rd observation not required if recommended for non-renewal.

Formal Observation Process

STEPS:

- | | | |
|------------------------|-----|--|
| <u>Required</u> | 1. | Evaluator will schedule the formal observation process. |
| <u>Required</u> | 2. | Evaluator will provide the teacher with two (2) school days' notice of pre-conference meeting. |
| <u>Required</u> | 3. | Teacher will submit pre-observation plan form prior to the pre-conference meeting. |
| <u>Optional</u> | 4. | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work.) |
| <u>Required</u> | 5. | Evaluator and teacher will conduct pre-observation conference at least one day before the observation. |
| <u>Required</u> | 6. | A formal observation must be a minimum of 30 minutes and/or a full lesson. |
| <u>Required</u> | 7. | Teacher will submit post-reflection form prior to scheduled post-conference. |
| <u>Optional</u> | 8. | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work). |
| <u>Required</u> | 9. | Evaluator and teacher will conduct a post-observation conference within seven (7) school days of observation. |
| <u>Required</u> | 10. | Evaluator and teacher discuss evidence, recommendations, areas of strengths and growth at post-conference. |
| <u>Required</u> | 11. | Evaluator will finalize observation report within five (5) school days of post-conference. |
| <u>Optional</u> | 12. | Once observation report has been finalized, the teacher may submit an addendum within ten (10) days. |
| <u>Required</u> | 13. | Teacher has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days. |

Points of Emphasis

When a teacher confirms an observation report, it does not imply agreement. Failure to confirm an observation report by the teacher does not invalidate the observation report submitted by the evaluator.
Timelines can be modified as necessary due to specific circumstances.

Informal Observation Process

STEPS:

- | | |
|----------------------|---|
| <u>Optional</u> | 1. An informal observation may be announced or unannounced. |
| <u>Required</u> | 2. An informal observation will be a minimum of 20 minutes in length. |
| <u>If Requested*</u> | 3. Evaluator and teacher will conduct a post-observation conference within seven (7) school days of observation. |
| <u>Required</u> | 4. Evaluator will finalize observation report within five (5) school days of the actual informal observation or post-conference if it occurs. |
| <u>Optional</u> | 5. Once observation report has been finalized, the teacher may submit an addendum within ten (10) days. |
| <u>Required</u> | 6. Teacher has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days. |

Points of Emphasis When a teacher confirms an observation report, it does not imply agreement. Failure to confirm an observation report by the teacher does not invalidate the observation report submitted by the evaluator. Timelines can be modified as necessary due to specific circumstances.

Review of Practice Observation Process

STEPS:

- | | | |
|-----------------------------|-----|--|
| <u>Optional</u> | 1. | A review of practice observation may be announced or unannounced. |
| <u>If Required*</u> | 2. | Evaluator will provide the teacher with two (2) school days' notice of pre-conference meeting. |
| <u>If Required*</u> | 3. | Teacher will submit pre-observation plan form prior to the pre-conference meeting. |
| <u>Optional</u> | 4. | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work). |
| <u>If Required*</u> | 5. | Evaluator and teacher will conduct pre-observation conference at least one day before the observation. |
| <u>If Required*</u> | 6. | Teacher will submit post-reflection form prior to scheduled post-conference. |
| <u>Optional</u> | 7. | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work). |
| <u>If Requested*</u> | 8. | Evaluator and teacher will conduct a post-observation conference within seven (7) school days of observation. |
| <u>If Required*</u> | 9. | Evaluator and teacher discuss evidence, recommendations, areas of strengths and weakness at post-conference. |
| <u>Required</u> | 10. | Evaluator will finalize observation report within five (5) school days of actual review of practice observation or post-conference if it occurs. |
| <u>Optional</u> | 11. | Once observation report has been finalized, the teacher may submit an addendum within ten (10) days. |
| <u>Required</u> | 12. | Teacher has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days. |

Points of Emphasis

When a teacher confirms an observation report, it does not imply agreement. Failure to confirm an observation report by the teacher does not invalidate the observation report submitted by the evaluator. Timelines can be modified as necessary due to specific circumstances.

Single Observation Scoring and Rating

Any indicator of each Domain may be scored using one of three types of observations at any time throughout the year. If a component is not scored, it will not count toward a particular observations rating. Domain 4 evidence may be collected during each observation and will be scored at the end of the year.

Each Domain in the Common Core of Teaching Rubric (CCT Rubric) is weighted equally.

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores:

Example:

Domain 1	Evaluator's Score
1a	2
1b	2
1c	4
Average Domain 1 Score: 2.7	

3. The evaluator averages domain-level scores to calculate an overall observation of Teacher Performance and Practice rating.

Example:

Domain	Average Domain Scores
1	2.7
2	2.6
3	3.0
4	2.8
Overall Average Score: Effective 2.8	

Observation Rating Scale:

Rating	Scale
Highly Effective	3.25 – 4.0
Effective	2.5 – 3.24
Needs Improvement / Developing	1.75 – 2.49
Unsatisfactory / Ineffective	1.0 – 1.74

4. The overall observation rating would be based on the average scores across all scored domains/indicators from the completed observations and end of the year Domain 4 Professional Responsibilities.

Domain 4 – Professional Responsibilities

Summative Scoring

The evaluator shall use the following process to determine an overall score for Domain 4 Professional Responsibility. This will be completed as part of the Summative / End of the Year Process.

1. Review the evidence for Domain 4 from each observation.
2. Review other Domain 4 evidence collected by the evaluator and presented by the teacher.
3. Score each of the Domain 4 indicators based upon collected and reviewed evidence.
4. Average each indicator scored to determine an overall Domain 4 score.

Example:

Domain 4	Evaluator's Score
4a	4
4b	2
4c	2
Average Domain 4 Score: Effective 2.7	

Scoring and Rating of Teacher Practice 40%

1. All scored indicators from the three types of observation processes will be averaged by domain.
2. In regards to Domain 4 – Professional Responsibilities, the evaluator will score all indicators as part of the *Summative/End of the Year Process*. The evaluator will review any evidence in Domain 4 via the observation process and presented by the teacher and/or gathered by the evaluator.

Example:

		Observations				Averages
		Informal (Average)	Formal (Average)	Review of Practice (Average)	Domain 4 Professional Responsibilities	
CCT Domain	1	2.5	3.7	2.0		2.7
	2	3.7	3.0	Not Scored		3.4
	3	1.8	2.5	Not Scored		2.2
	4	N/A	N/A	N/A	2.8	2.8
						Overall Year End Teacher Practice Score 2.8 EFFECTIVE

Observation Rating Scale:

Rating	Scale
Highly Effective	3.25 – 4.0
Effective	2.5 – 3.24
Needs Improvement / Developing	1.75 – 2.49
Unsatisfactory / Ineffective	1.0 – 1.74

Parent Feedback (10%)

Parent feedback data as solicited through the Hartford Public Schools' (HPS) School Climate and Connectedness Survey and other official district/school surveys will be utilized for teachers to develop a measurable parent engagement objective. School Governance Councils (SGCs) have various levels of input to the survey process depending on the school. The performance on this objective represents 10% of a teacher overall rating.

Overview of Objective of Parent Engagement (OPE)

The process is as follows:

- 1) School will administer the HPS' School Climate and Connectedness Survey for parents. Data will be aggregated at the school level.
- 2) Administrator will collaborate with faculty to determine school-level parent goals based on the survey feedback;
- 3) Teacher and evaluator will identify one related parent engagement objective with action plan and measurable outcomes.
- 4) The success of the parent engagement objective will be measurable. Measures may include parent, student, and/or teacher outputs.
- 5) Evaluator will determine a teacher's success on the parent engagement objective by using the four performance level ratings outlined below.

Phase One: Administration of HPS' School Climate and Connectedness Survey

The HPS's School Climate and Connectedness Survey for parents should be administered applying all district timelines and practices. The survey will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered annually and trends analyzed from year-to-year.

Phase Two: Determining School-Level Parent Goals

Principals and faculty should review the parent survey results prior to the beginning of the school year to identify areas of need. Each principal in collaboration with faculty will set parent engagement goal(s) based on the survey results. These goals will be at the school level.

Phase Three: Developing an Objective of Parent Engagement (OPE) at the Teacher Level

After school-level parent engagement goal(s) have been set, each teacher will determine, through collaboration with his/her evaluator, one related parent engagement objective he/she would like to pursue as part of his/her evaluation. Possible objectives include increasing student learning through parent

engagement, improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, increasing parent confidence in school safety etc.

The objective should outline a specific action plan and measurable outcomes.

Phase Four: Measurable Outcomes for OPE

Teachers and their evaluators should use their judgment in setting measurable outcomes. There are many ways a teacher can measure and demonstrate progress on their parent engagement objective. To measure the objective's degree of success the following can be used: parent, student, and/or teacher related outputs. It is strongly encouraged to use multiple measures especially parent outputs as a way to measure the degree of success.

Phase Five: Determining an OPE Level Rating

The rating should reflect the degree to which a teacher successfully reaches the measures of his/her parent engagement objective. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4)	All or most targets were met or substantially exceeded the target(s)
Met (3)	Most targets were met and some indicators were within a few points of the target(s).
Partially Met (2)	Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress towards the objective was made.
Did Not Meet (1)	Some targets met but a substantial percentage did not.

Student Learning Objectives (SLOs) & Objective of Parent Engagement (OPE) Setting Process

STEPS:

- Required 1. Both student learning objectives and the parent engagement objective setting processes are to be finalized by November 1st.
- Required 2. Evaluator and teacher should follow the OPE five phase process as outlined in the Parent Feedback section.
- Required 3. Evaluator and teacher should follow the SLO four phase process as outlined in the Student Growth and Development section.
- Required 4. Evaluator requires teacher to submit both student learning objectives and parent engagement objective proposals prior to the objective setting conference.
- Required 5. Evaluator and teacher meet at objective setting conference and review all three proposals. If required by evaluator teacher will make changes and resubmit.
- Required 6. If approved by evaluator, evaluator confirms (acknowledges) all three proposals.

Points of Emphasis

When a teacher resubmits their objective based upon evaluator feedback, it does not imply agreement.

Timelines can be modified as necessary due to specific circumstances.

SECTION III: STUDENT OUTCOMES RELATED INDICATORS

Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators

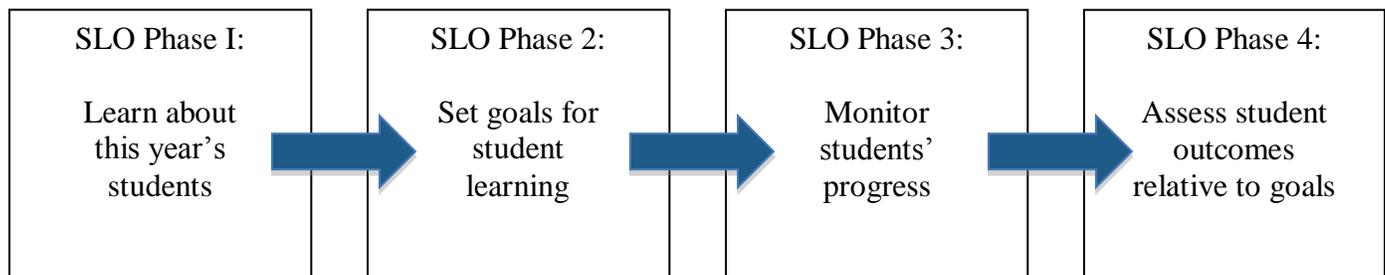
- Student growth and development 45%
- Whole-School Student Learning Indicator 5%

Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Student Learning Objectives (SLOs) is the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most teachers:



The four SLO phases are described in detail below:

Phase One – Discovery

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

Phase Two – Set Objectives

Each teacher will write two SLOs. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.

In regards to the **FIRST** student learning objective (22.5%) will be measured by one of two applicable assessment types:

Type of Assessment Required	
Standardized If local standardized <u>not</u> applicable use non-standardized assessment	Non-Standardized
Examples: SBAC MAP PSAT SAT DIAL3 PPVT-4 EVT-4 LAS Links	Examples: Curriculum Based Assessments School, department, grade level, teacher generated assessments

Note – Teachers and evaluators should work together to determine whether a local standardized assessment is applicable or not. If an agreement cannot be reached the final decision shall reside with the evaluator.

This district uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Teacher Evaluation, a standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly administered (e.g., nation- or statewide);
- Commercially produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

In regards to the **SECOND** student learning objective (22.5%) will be measured by a non-standardized assessment:

- All teachers who have one 22.5% SLO standardized assessment measure will be required to develop **one** non-standard based assessment measure.
- All other teachers will develop **two** SLO non-standardized assessment measures and each will count as 22.5% for a total of 45%.

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

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator. Teachers are encouraged to select the option of multiple (IAGDS).

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

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

Taken together, an SLO’s indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will discuss the following:

- rationale for the objective, including relevant standards;
- important technical information about the indicator evidence (like timing or scoring plans);
- baseline data that was used to set each IAGD;
- interim assessments and progress monitoring

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator.

SLO Approval Criteria

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

Phase Three – Monitor Student Progress

Once SLOs are approved, teachers should monitor students’ progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students’

accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher’s assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher. (See SLO / OPE Objectives Modification Form)

Phase Four – Assess Student Outcomes

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

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

For SLOs with more than one indicator, the evaluator will look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores.

Example:

	RATING (1-4)	OVERALL RATING – 45%
SLO 1 (22.5%)	3	2.5
SLO 2 (22.5%)	2	

Student Learning Objectives (SLOs) & Objective of Parent Engagement (OPE) Setting Process

STEPS:

- Required 1. Both student learning objectives and the parent engagement objective setting processes are to be finalized by November 1st.
- Required 2. Evaluator and teacher should follow the OPE five phase process as outlined in the Parent Feedback section.
- Required 3. Evaluator and teacher should follow the SLO four phase process as outlined in the Student Growth and Development section.
- Required 4. Evaluator requires teacher to submit both student learning objectives and parent engagement objective proposals prior to the objective setting conference.
- Required 5. Evaluator and teacher meet at objective setting conference and review all three proposals. If required by evaluator teacher will make changes and resubmit.
- Required 6. If approved by evaluator, evaluator confirms (acknowledges) all three proposals.

Points of Emphasis

When a teacher resubmits their objective based upon evaluator feedback, it does not imply agreement.

Timelines can be modified as necessary due to specific circumstances.

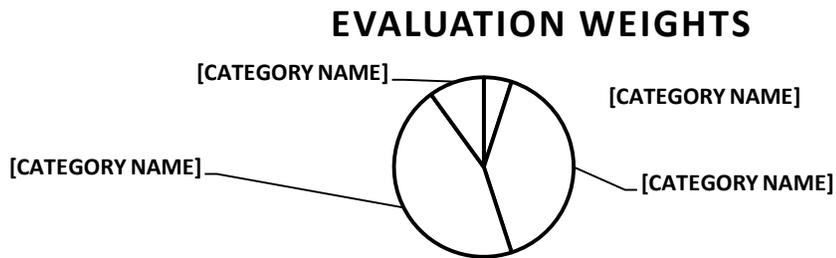
Whole-School Student Learning Indicator (5%)

A teacher's Whole-School Student Learning Indicator shall be equal to the principal's (or primary evaluator's if not assigned to a school) SLO rating.

All teachers will have a Whole-School Student Learning Indicator measure (5%). However, the measure will **not** be determined by the Hartford Public Schools by June 1st. Therefore, if the whole-school score changes the teacher's final summative rating, then an additional conference will be held, but no later than September 15th.

SECTION IV: SUMMATIVE EVALUATION

Summative Evaluation Rating: Classroom and Non-Classroom Teachers



Each area will be calculated in the following manner as demonstrated in the example below:

Category	Focus	Score (1-4)	Weight	Points (score X weight)
Teacher Related Practice	Observations	2.8	40%	1.12
Parent Feedback	Parent Engagement Objective	3	10%	.30
Student Related Outcomes	Student Learning Objectives	3.5	45%	1.58
Whole-School Student Measure	Aggregate Score of Principal's 3 SLOs	3	5%	.15
Total Points				3.15 - Effective

Rating Scale:

Points	Rating
3.25 – 4.00	Highly Effective
2.50 – 3.24	Effective
1.50 – 2.49	Developing / Needs Improvement
1.00 – 1.75	Unsatisfactory / Ineffective

Failure to receive a score in any category will be addressed between the evaluator and the teacher with the final determination made by the evaluator.

Summative / End of Year Evaluation Process

STEPS:

- Required 1. Evaluator will conduct the summative/end-of-year conference by June 1.
Required 2. Evaluator will provide the teacher with two (2) school days' notice of conference.
Required 3. Non-tenured and tenured teacher will complete Mid-Year Self-Assessment prior to conference conducted by March 1.

Note

The mid-year check-in for the non-tenured teacher will serve as the official recommendation by the evaluator for renewal or non-renewal. For any teacher recommended for non-renewal, it shall be the summative evaluation for that year.

- Required 4. Tenured teacher will complete End of Year Self-Assessment prior to conference conducted by June 1.
Required 5. Non-tenured teacher will complete End of Self-Assessment prior to June 1.
Required 6. Evaluator will require teacher to submit supplemental documents
Required 7. Evaluator will require teacher to complete progress report on two student learning objectives (SLOs) and one parent engagement objective (OPE).
Required 7. Evaluator will score each of the Domain 4 indicators based upon evidence gathered in observations and other sources as collected by both the evaluator and teacher.
Required 8. Evaluator will score the two SLOs and one OPE.
Required 9. Evaluator and teacher discuss evidence and scores, recommendations, areas of strengths, of weakness and for growth at conference.

Note

All teachers will have the Whole-School Student Measure (5%). However, the measure will **not** be determined by the Hartford Public Schools by June 1st. Therefore, if the whole-school score changes the teacher's final summative rating, then an additional conference will be held, but no later than September 15th.

- Required 10. Evaluator will finalize summative / end of year evaluation report within five (5) school days of conference.
Optional 11. Once summative / end of year evaluation report has been finalized, the teacher may submit an addendum within ten (10) days.
Required 12. Teacher has an affirmative obligation to review and confirm receipt of finalized summative / end of year evaluation report within five (5) school days.

Points of Emphasis

When a teacher confirms a summative / end of year evaluation report, it does not imply agreement.
Failure to confirm a summative / end of year evaluation report by the teacher does not invalidate the report submitted by the evaluator.
Timelines can be modified as necessary due to specific circumstances.

Definition of Effectiveness and Ineffectiveness

The district defines teacher effectiveness and ineffectiveness as outlined in the Summative Evaluation Rating. A teacher may be defined as effective or ineffective based solely on one or multiple years of performance. The standard for achieving tenure is excellence or the potential for excellence.

Dispute Resolution Process

Resolution of disputes between the evaluator and teacher may be remedied through the Superintendent's designee, the Office of Talent Management, or other established practices and procedures.

SECTION V: IMPROVEMENT AND REMEDIATION PLANS

There are two remediation support processes for evaluators to address below standard performance:

1. **The Specific Structured Support** process requires the evaluator to work collaboratively with the teacher to identify areas of need to develop an action plan. The action plan MAY include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success. This process is embedded at the bottom of the HPS observation form in order for the support to be timely and ongoing throughout the observation process.
2. The **Professional Intensive Assistance (PIA)** process requires the evaluator to work collaboratively with the teacher to identify areas of need to develop an action plan. The action plan WILL include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success. The *PIA* process requires a separate plan to be created outside of the regular evaluative process. Teachers may be placed on *PIA* at any time during the school year.

Teachers who receive a Needs Improvement / Developing or Ineffective summative rating on their end of year summative rating receive Specific Structured Support, Professional Intensive Assistance or another form of remediation as determined by the evaluator. Union representation will be granted to teachers upon request as required by law.

Specific Structured Support

Purpose of Specific Structured Support

On occasion, teachers may need additional formal assistance to improve performance of their instructional or professional responsibilities. The purpose of this support is for it to be timely and ongoing.

Who Belongs in Specific Structured Support?

If there is a concern with a teacher's performance in one or more specific areas as identified in the CCT Rubric, s/he may be provided assistance through Specific Structured Support.

How does one receive Specific Structured Support?

At a post-observation conference an evaluator may include in the observation report in the section, entitled Specific Structured Support, an action plan. The action plan is designed to provide targeted support in areas of growth as outlined in the current or previous observation report(s). The action plan is designed to provide timely and ongoing support. The evaluator will discuss the concern formally with the teacher. The action plan may include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success.

In the development and implementation of the Specific Structured Support, an effort should be made to mutually agree upon the entire action plan. In the event no agreement can be reached, the evaluator's decision is final. The Specific Structured Support should remain in place until the support is not needed. Specific Structured Support is not a required precursor to Professional Intensive Assistance.

Professional Intensive Assistance

Purpose of Professional Intensive Assistance

The purpose of Professional Intensive Assistance is to provide guided assistance to teachers who are experiencing difficulty in meeting performance standards as defined by the CCT Rubric and to change evaluation phase.

Who Belongs in Professional Intensive Assistance (PIA)?

If an evaluator determines that a teacher's performance is lacking, the **evaluator should conduct one formal observation prior to placing the teacher on PIA.** The formal observation need not be negative for the teacher to be placed on PIA, as that determination is made at the discretion of the evaluator considering all of the information.

A teacher may also be placed on PIA for failing to adhere to professional standards of conduct. No formal observation is required prior to such a phase change. Absenteeism and tardiness should be included in the determination of acceptable job performance. A teacher is not required to have taken part in Specific Structured Support prior to be placed on PIA.

A teacher may be placed on PIA at any time during the school year.

For any teacher experiencing difficulty in his/her job performance, the evaluator will document evidence of the difficulty and any attempted guided assistance or interventions that have been applied such as a Structured Sport Plan. The evaluator will notify the teacher in writing with attached documented evidence. The evaluator will schedule a date for a planning conference. The desired product of the conference will be a cooperatively developed plan providing the basis for the teacher's evaluation.

The PIA plan shall be in place of the final summative evaluation. However, the teacher on PIA is still responsible for all other measures (student learning objectives, parent engagement objective(s), etc.) that would otherwise apply as defined and required for every teacher. These measures will be recorded but shall not be included in the PIA outcome unless explicitly included in the PIA objectives.

Any teacher transferring from another school who is working in the PIA Phase must successfully complete his/her plan in his/her new school site.

What Happens in Professional Intensive Assistance?

Planning Conference and Timeline

- The evaluator will schedule an initial planning conference within 10 school days of notification
- The CCT and other defined and required measures for every teacher will be used as a basis to assess the teacher's performance
- The evaluator and teacher will establish performance criteria for areas in which improvement is needed
- Conditions, resources and support necessary and available for achievement of objectives will be identified

- Teachers may also seek support from the HFT Professional Support Team
- Plans for implementing objectives will be developed with activities, evaluation criteria, and time schedules clearly stated
- The plan will include a minimum of 2 formal observations within 45 days of placement in Professional Intensive Assistance.
- For teachers placed on PIA at the end of the school year, the 45-school day cycle should begin no later than the first day of school for students in the new school year
- The timetable for any teacher placed on PIA during the school year should be the same for both tenured and non-tenured teachers

In the development and implementation of the PIA Plan, an effort should be made to mutually agree upon the objectives and action plan. In the event no agreement can be reached, the evaluator's decision is final.

When evidence of sufficient growth is documented, the evaluator may recommend the teacher return to his/her previous evaluation phase or the evaluator may recommend the teacher for a 45-day extension in Professional Intensive Assistance. When evidence of sufficient growth is not documented, the evaluator may recommend termination or may recommend the teacher for a 45-day extension in Professional Intensive Assistance.

Additional 45-days timeline and re-evaluation:

- The desired product of the conference will be a cooperatively modified plan providing the basis for the teacher's evaluation
- The objective will remain the same with a modified action plan and additional strategies, support, and resources necessary and available
- The plan will include a minimum of 2 formal observations within the 45-day extension in Professional Intensive Assistance.

Outcomes of Evaluation and Re-Evaluation:

At the end of the first 45-day period, the evaluator will recommend one of the following:

- Return to the teacher's appropriate professional status
- Continued assistance with an extended 45-day period
- Recommend termination under Connecticut state statutes*

At the end of the extended 45-day period, the evaluator will recommend one of the following:

- Return to the teacher's appropriate professional status
- Recommend termination under Connecticut state statutes.*

At the close of a year if a teacher is on PIA then their rating would be recorded as "on PIA". On the PIA plan there would be a record of their performance in regards to the student learning objectives, whole school measures, feedback etc. as defined and required for every teacher.

* Nothing herein shall prevent the Administration and the HFT from counseling a teacher to leave employment with the district.

CCT Rubric for Effective Teaching 2014 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p style="text-align: center;"> Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p style="text-align: center;"> Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
<p style="text-align: center;"> Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p style="text-align: center;"> Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers *promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:*
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.²

ATTRIBUTES	UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following.</i>
	<p>Rapport and positive social interactions</p> <p>Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.</p> <p>Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.</p> <p>Creates a learning environment that discourages students from taking intellectual risks.</p> <p>Establishes low expectations for student learning.</p>	<p>Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.</p> <p>Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.</p> <p>Creates a learning environment in which some students are willing to take intellectual risks.</p> <p>Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.</p>	<p>Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.</p> <p>Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.</p> <p>Creates a learning environment in which most students are willing to take intellectual risks.</p> <p>Establishes and consistently reinforces high expectations for learning for all students.</p>	<p>There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.</p> <p>Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.</p> <p>Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.</p> <p>Creates opportunities for students to set high goals and take responsibility for their own learning.</p>

² **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic status and environment on the learning needs of students.

³ **Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

<i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				
	UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence⁴ and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.
ATTRIBUTES				

⁴ **Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵ **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁶</p>		<p>DEVELOPING/ NEEDS IMPROVEMENT</p>	<p>EFFECTIVE</p>	<p>HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following.</i></p>
<p>ATTRIBUTES</p>	<p>Routines and transitions appropriate to needs of students</p>	<p>Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.</p>	<p>Inconsistently establishes routines and transitions, resulting in some loss of instructional time.</p>	<p>Establishes routines and transitions resulting in maximized instructional time.</p>
				<p>Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.</p>

⁶ **Routines and transitions:** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

Domain 2: Planning for Active Learning

<i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.		UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.	
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.	
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.	
Literacy strategies¹⁰	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.	

Underlined text reflects CT Core Standards connections.

⁷ **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** — provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work]. **Hess's Cognitive Rigor Matrix** — aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁸ **Lesson plan:** a purposeful planned learning experience.

⁹ **Connecticut content standards (ELDS):** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

¹⁰ **Literacy strategies:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2b: Planning instruction to cognitively engage students in the content.				
ATTRIBUTES	UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following.</small>
	<p>Strategies, tasks and questions cognitively engage students</p> <p>Instructional resources¹³ and flexible groupings¹⁴ support cognitive engagement and new learning</p>	<p>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p> <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p> <p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse¹¹ or inquiry-based learning¹² and/or application to other situations.</p> <p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>

Underlined text reflects CT Core Standards connections.

¹¹ **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning) or dialogue through technological or digital resources.

¹² **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

¹³ **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁴ **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2c: Selecting appropriate assessment strategies¹⁵ to monitor student progress.	
	ATTRIBUTES
	CRITERIA FOR STUDENT SUCCESS
	<p>UNSATISFACTORY/ INEFFECTIVE</p> <p>Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.</p> <p>Plans assessment strategies that are limited or not aligned to intended instructional outcomes.</p>
	<p>DEVELOPING/ NEEDS IMPROVEMENT</p> <p>Plans general criteria for student success; and/or plans some opportunities for students to self-assess.</p> <p>Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.</p>
	<p>EFFECTIVE</p> <p>Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.</p> <p>Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.</p>
	<p>HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i></p> <p>Plans to include students in developing criteria for monitoring their own success.</p> <p>Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.</p>

¹⁵ **Assessment strategies** are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing instructional content¹⁶ for learning.

	UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with <u>Common Core State Standards</u> and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁷	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

ATTRIBUTES

Underlined text reflects CT Core Standards connections.

¹⁶ **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁷ **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through

language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

Domain 3: Instruction for Active Learning

<i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
ATTRIBUTES	UNSATISFACTORY/INEFFECTIVE DEVELOPING/NEEDS IMPROVEMENT EFFECTIVE HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>
Strategies, tasks and questions	<p>UNSATISFACTORY/INEFFECTIVE Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.</p> <p>DEVELOPING/NEEDS IMPROVEMENT Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry.</u></p> <p>EFFECTIVE Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through <u>appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.</u></p> <p>HIGHLY EFFECTIVE Includes opportunities for students to work collaboratively to generate their own questions and <u>problem-solving strategies, synthesize and communicate information.</u></p>
Instructional resources¹⁸ and flexible groupings	<p>UNSATISFACTORY/INEFFECTIVE Uses resources and/or groupings that do not cognitively engage students or support new learning.</p> <p>DEVELOPING/NEEDS IMPROVEMENT Uses resources and/or groupings that minimally engage students cognitively and support new learning.</p> <p>EFFECTIVE Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to <u>make interdisciplinary, real world, career or global connections.</u></p> <p>HIGHLY EFFECTIVE <u>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</u></p>
Student responsibility and independence	<p>UNSATISFACTORY/INEFFECTIVE Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p> <p>DEVELOPING/NEEDS IMPROVEMENT Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p> <p>EFFECTIVE Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p> <p>HIGHLY EFFECTIVE Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p>

Underlined text reflects CT Core Standards connections.

¹⁸ **Instructional resources:** Includes, but are not limited to textbooks, books, supplementary reading and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, and information resources, periodicals, newspapers, charts, programs, online and electronic performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3c: Assessing student learning, providing feedback to students and adjusting instruction.		
ATTRIBUTES	DEVELOPING/ NEEDS IMPROVEMENT	
UNSATISFACTORY/ INEFFECTIVE	EFFECTIVE	
HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>		
Criteria for student success	<p>Does not communicate criteria for success and/or opportunities for students to self-assess are rare.</p> <p>Communicates general criteria for success and provides limited opportunities for students to self-assess.</p>	<p>Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</p> <p>Integrates student input in generating specific criteria for assignments.</p>
Ongoing assessment of student learning	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p> <p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p> <p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>
Feedback¹⁹ to students	<p>Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p> <p>Provides feedback that partially guides students toward the intended instructional outcomes.</p>	<p>Encourages peer feedback that is specific and focuses on advancing student learning.</p> <p>Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p>
Instructional adjustments²⁰	<p>Makes no attempts to adjust instruction.</p> <p>Makes some attempts to adjust instruction that is primarily in response to whole-group performance.</p>	<p>Adjusts instruction as necessary in response to individual and group performance.</p> <p>Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.</p>

¹⁹ **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰ **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Domain 4: Professional Responsibilities and Teacher Leadership

<i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.				
ATTRIBUTES				
UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT			
EFFECTIVE	HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>			
Teacher self-evaluation/ reflection and impact on student learning	<p>Insufficiently reflects on/analyzes practice and impact on student learning.</p>	<p>Self-evaluates and reflects on individual practice and impact on student learning, but makes limited efforts to improve individual practice.</p>	<p>Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.</p>	<p>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</p>
Response to feedback	<p>Unwillingly accepts feedback and recommendations for improving practice.</p>	<p>Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.</p>	<p>Willingly accepts feedback and makes changes in practice based on feedback.</p>	<p>Proactively seeks feedback in order to improve a range of professional practices.</p>
Professional learning	<p>Attends required professional learning opportunities but resists participating.</p>	<p>Participates in professional learning when asked but makes minimal contributions.</p>	<p>Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.</p>	<p>Takes a lead in and/or initiates opportunities for professional learning with colleagues.</p>

Domain 4: Professional Responsibilities and Teacher Leadership

<i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.	
ATTRIBUTES	UNSATISFACTORY/ INEFFECTIVE DEVELOPING/ NEEDS IMPROVEMENT EFFECTIVE HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following.</small>
Collaboration with colleagues	<p>UNSATISFACTORY/INEFFECTIVE Attends required meetings to review data but does not use data to adjust instructional practices.</p> <p>DEVELOPING/NEEDS IMPROVEMENT Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.</p> <p>EFFECTIVE Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.</p> <p>HIGHLY EFFECTIVE Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.</p>
Contribution to professional learning environment	<p>UNSATISFACTORY/INEFFECTIVE Disregards ethical codes of conduct and professional standards.</p> <p>DEVELOPING/NEEDS IMPROVEMENT Acts in accordance with ethical codes of conduct and professional standards.</p> <p>EFFECTIVE Supports colleagues in exploring and making ethical decisions and adhering to professional standards.</p> <p>HIGHLY EFFECTIVE Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.</p>
Ethical use of technology	<p>UNSATISFACTORY/INEFFECTIVE Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p> <p>DEVELOPING/NEEDS IMPROVEMENT Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p> <p>EFFECTIVE Models safe, legal and ethical use of information and technology to prevent the misuse of information and technology.</p> <p>HIGHLY EFFECTIVE Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.</p>

Domain 4: Professional Responsibilities and Teacher Leadership

<i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	
UNSATISFACTORY/ INEFFECTIVE	
DEVELOPING/ NEEDS IMPROVEMENT	
EFFECTIVE	
HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>	
Positive school climate	<p>Does not contribute to a positive school climate.</p> <p>Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.</p> <p>Engages with colleagues, students and families in developing and sustaining a positive school climate.</p> <p>Leads efforts within and outside the school to improve and strengthen the school climate.</p>
Family and community engagement	<p>Limits communication with families about student academic or behavioral performance to required reports and conferences.</p> <p>Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.</p> <p>Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.</p> <p>Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.</p>
Culturally responsive communications	<p>Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.</p> <p>Generally communicates with families and the community in a culturally-responsive manner.</p> <p>Consistently communicates with families and the community in a culturally-responsive manner.</p> <p>Leads efforts to enhance culturally-responsive communications with families and the community</p>

21 **Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p style="text-align: center;"> Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p style="text-align: center;"> Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p style="text-align: center;"> Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p style="text-align: center;"> Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.¹

		UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following.</i>
ATTRIBUTES	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for learner diversity²	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
	High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

ATTRIBUTES	UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>
	<p>Communicating and reinforcing appropriate standards of behavior</p> <p>Promoting social and emotional competence³</p>	<p>Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.</p> <p>Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.</p>	<p>Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.</p> <p>Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.</p>	<p>Communicates and reinforces appropriate standards of behavior that support a productive learning environment.</p> <p>Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.</p>

3. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

4. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Learning Environment, Engagement and Commitment to Learning

<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁵</p>				
ATTRIBUTES Routines and transitions appropriate to needs of learners	UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>
	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.

5. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning

<i>Service providers design⁶ academic, social/behavioral, therapeutic, crisis or consultative plans⁷ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.		UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>
Standards alignment	<p>Designs plans that are misaligned with relevant Connecticut content standards⁸ or discipline-specific state and national guidelines.</p>	<p>Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.</p>	<p>Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.</p>	<p>Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.</p>	
Evidence-based practice	<p>Designs plans that are not evidence based.</p>	<p>Designs plans using evidence-based practice.</p>	<p>Designs plans that challenge learners to apply learning to new situations.</p>	<p>Designs plans that challenge learners to apply learning to new situations.</p>	
Use of data to determine learner needs and level of challenge	<p>Designs plans without consideration of learner data.</p>	<p>Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.</p>	<p>Designs targeted and purposeful plans using multiple sources of data⁹ to address learner needs and support an appropriate level of challenge.</p>	<p>Proactive in obtaining, analyzing and using data to guide collaborative planning.</p>	
Targeted and specific objectives for learners	<p>Develops objectives that are not targeted or specific to the needs of learners.</p>	<p>Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.</p>	<p>Develops objectives that are targeted and specific to the needs of all learners.</p>	<p>Plans include opportunities for learners to develop their own objectives.</p>	

6. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.

7. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and/or individual learners.

8. Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).

9. Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2b: Developing plans to actively engage learners in service delivery.				
ATTRIBUTES	UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>
Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
Resources¹⁰ and flexible groupings¹¹ and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.

10. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and

performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

11. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

<p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 2c: Selecting appropriate assessment strategies¹² to identify and plan learning targets.</p>					
		UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following.</i>
ATTRIBUTES	Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
	Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
	Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

12. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 3a: Implementing service delivery¹³ for learning.</p>	
<p>UNSATISFACTORY/INEFFECTIVE DEVELOPING/NEEDS IMPROVEMENT EFFECTIVE HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following.</small></p>	
Purpose of service delivery	<p>Does not communicate academic or social/behavioral expectations for service delivery.</p> <p>Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.</p> <p>Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.</p> <p>Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.</p>
Precision of service delivery	<p>Delivery of services is inconsistent with planning.</p> <p>Delivery of services is consistent with some but not all services as planned.</p> <p>Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.</p> <p>Delivery of services demonstrates flexibility and sensitivity for all learners.</p>
Progression of service delivery	<p>Delivers services in an illogical progression.</p> <p>Generally delivers services in a logical and purposeful progression.</p> <p>Delivers services in a logical and purposeful progression.</p> <p>Challenges all learners to take responsibility and extend their own learning.</p>
Level of challenge	<p>Delivers services that are at an inappropriate level of challenge for learners.</p> <p>Delivers services at an appropriate level of challenge for some, but not all, learners.</p> <p>Delivers services at an appropriate level of challenge for the majority of learners.</p> <p>Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.</p>
ATTRIBUTES	

13. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p>		<p>HIGHLY EFFECTIVE <i>All characteristics of Effective plus one or more of the following:</i></p>		
		<p>UNSATISFACTORY/INEFFECTIVE</p>	<p>DEVELOPING/NEEDS IMPROVEMENT</p>	<p>EFFECTIVE</p>
<p>ATTRIBUTES</p>	<p>Strategies, tasks and questions</p>	<p>Uses tasks and questions that do not engage learners in purposeful learning.</p>	<p>Uses tasks or questions to actively engage some, but not all, learners in constructing new learning.</p>	<p>Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.</p>
	<p>Resources and flexible groupings and new learning</p>	<p>Uses available resources or groupings that do not actively engage learners and support new learning.</p>	<p>Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.</p>	<p>Promotes learner ownership, self-direction, and choice of available resources or flexible groupings.</p>
	<p>Learner responsibility and independence</p>	<p>Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.</p>	<p>Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.</p>	<p>Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.</p>
				<p>Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.</p> <p>Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.</p>

Domain 3: Service Delivery

<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 3c: Assessing learning, providing feedback¹⁴ and adjusting service delivery.</p>				
<p>UNSATISFACTORY/ INEFFECTIVE DEVELOPING/ NEEDS IMPROVEMENT EFFECTIVE HIGHLY EFFECTIVE</p> <p><i>All characteristics of Effective, plus one or more of the following:</i></p>				
Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.
Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.
Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
Adjustments to service delivery¹⁵	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.
ATTRIBUTES				

14. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

15. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership

<i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.	
UNSATISFACTORY/ INEFFECTIVE	
DEVELOPING/ NEEDS IMPROVEMENT	
EFFECTIVE	
HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>	
Self-evaluation/ reflection	<p>Does not self-evaluate/reflect on how practice affects learning.</p> <p>Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.</p> <p>Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.</p> <p>Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</p>
Response to feedback	<p>Does not accept feedback and recommendations or make changes for improving practice.</p> <p>Accepts feedback and recommendations but changes in practice are limited or ineffective.</p> <p>Willingly accepts feedback and recommendations and makes effective changes in practice.</p> <p>Proactively seeks feedback in order to improve in a range of professional practices.</p>
Professional learning	<p>Does not actively participate in professional learning opportunities.</p> <p>Participates in required professional learning opportunities but makes minimal contributions.</p> <p>Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.</p> <p>Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.</p>
ATTRIBUTES	

Domain 4: Professional Responsibilities and Leadership

<i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.	
UNSATISFACTORY/ INEFFECTIVE	
DEVELOPING/ NEEDS IMPROVEMENT	
EFFECTIVE	
HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	
Collaboration with colleagues	<p>Attends required meetings but does not use outcomes of discussions to adjust service delivery.</p> <p>Participates in required meetings and uses some outcomes of discussions to adjust service delivery.</p> <p>Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.</p> <p>Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.</p>
Ethical conduct	<p>Does not act in accordance with ethical codes of conduct and professional standards.</p> <p>Acts in accordance with ethical codes of conduct and professional standards.</p> <p>Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.</p>
Maintenance of records	<p>Records are incomplete, or confidential information is stored in an unsecured location.</p> <p>Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.</p> <p>Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.</p>
Ethical use of technology	<p>Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p> <p>Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p> <p>Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, and takes steps to prevent the misuse of information and technology.</p> <p>Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.</p>
ATTRIBUTES	

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.			
ATTRIBUTES			
UNSATISFACTORY/ INEFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following.</i>
Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.
Stakeholder¹⁶ engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner expectations and behavioral performance, and develops positive relationships with stakeholders to promote learner success.
Culturally responsive communications¹⁷ with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.
			Leads efforts within and outside the school to improve and strengthen the school climate.
			Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communicates to support learner growth and development.
			Leads efforts to enhance culturally responsive communications with stakeholders.

16. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

17. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

Evidence Guides

For more information please go to the CSDE SEED website: http://www.connecticutseed.org/?page_id=2567

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. To provide more guidance as to how the rubric continuum might look like in practice for both of the CCT rubrics, the CT Evidence Guides are a resource for teachers, service providers, mentors, observers and administrators. The guides ARE NOT intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. The CT Evidence Guides are a tool for professional development and growth as well as guiding observations. They can offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to their respective rubric.

Current evidence guides found on the CSDE SEED website include the following:

Content Area	Grade level	Content Area	Grade level
ELA	Grades: 3-5	Science	Grades: 3-5
ELA	Grades: 6-8	Science	Grades: 6-8
ELA	Grades: 9-12	Science	Grades: 9-12
Math	Grades: 3-5	Library Media	Grades: 3-5
Math	Grades: 6-8	Library Media	Grades: 6-8
Math	Grades: 9-12	Library Media	Grades: 9-12
Social Studies	Grades: 3-5	Social Worker	Grades: All
Social Studies	Grades: 6-8		
Social Studies	Grades: 9-12	School Counselor	Grades: All
Career and Technical Education	Grades: 6-8	World Languages	Grades: 6-8
Career and Technical Education	Grades: 9-12	World Languages	Grades: 9-12
Art	Grades: 3-5	Early Childhood	Grades: PK-2
Art	Grades: 6-8		
Art	Grades: 9-12	Speech and Language	Grades: All
Music	Grades: 3-5		
Music	Grades: 6-8	School Psychologist	Grades: All
Music	Grades: 9-12		



HPS: Administrator

Professional Leadership & Evaluation Handbook

For school, program, and central office level leaders

Developed By HPS Administrators

Revised May 2016

Hartford Public Schools
960 Main Street
Hartford, Connecticut 06103



“Every student thrives and every school is high performing.”

SECTION I: INTRODUCTION	3
Administrative Evaluation Committee	3
Section II: ADMINISTRATOR EVALUATION and development	4
Purpose and Rationale	4
Section III: System Overview	5
Administrator Evaluation and Support Framework	5
Three Evaluation Phases	6
Induction and Learning Phase (I/L)	6
Learning and Growth (L/G) Phase	8
Intervention and Support (I/S) Phase	9
Process and Timeline	11
Process / Timelines at a Glance	12
Step 1: Orientation and Context-Setting	13
Step 2: Goal-Setting and Plan Development	13
Step 3: Plan Implementation and Evidence Collection	14
Step 4: Mid-Year Formative Review	15
Step 5: Year-End Reflections	16
Step 6: Summative Review and Rating	16
section IV: Leadership Practice Related Indicators	17
Component #1: Observation of Leadership Practice (40%)	17
Arriving at a Leadership Practice Summative Rating	19
Component #2: Stakeholder Feedback (10%)	21
Section V: Student Outcomes Related Indicators	23
Component #3: Student Learning (45%)	23
Locally-Determined Measures (Student Learning Objectives)	23
Scoring each Student Learning Objective (SLO)	26
Arriving at Student Learning Summative Rating	26
Component #4: Teacher/Staff Effectiveness Outcomes (5%)	27
Summative Scoring	28
Determining Summative Ratings	28
A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%	28
B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%	29
C. OVERALL: Leader Practice + Student Outcomes	29
Definition of Effectiveness and Ineffectiveness	30
Dispute-Resolution Process	31
SECTION VII: FORMS	32
Leadership Focus Areas Form	33
Leadership Focus Areas Form	34
Pre-Site Visit Observation Form	35
Site Visit/Artifact Review Observation Form	36
Post-Site Visit Observation Form	39
Student Learning Objective (SLO) Form	40
Stakeholder Feedback Objective (SFO) Form	42
SLO / SFO Modification Form	43
Mid-Year Formative Conference & Review	44
End of Year Reflection Form	47

End of the Year Summative Evaluation Form	49
1. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%	49
2. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%	49
3. OVERALL: Leader Practice + Student Outcomes	50
Change of Evaluation Phase Form	52
Intervention and Support Plan	53
Intervention and Support Completion Form	54
SECTION X: APPENDICES	56

SECTION I: INTRODUCTION

Administration Evaluation Committee

2015-2016 Committee Members:

Carol Birks	Assistant Superintendent for Instructional Leadership
Melony Brady-Shanley	Principal, Academy of Nursing and Health Science HPHS
Mario Carullo	Director of Mathematics
Victor Cristofaro	Assist Principal Bulkeley & VP Hartford Public School Administrators
Jill Cutler-Hodgman	Chief Labor and Legal Officer
Peter Dart	Assistant Superintendent of Talent Management
Sandra Donah	Director of Special Education
Lynn Estey	Principal, West Middle
Martin Folan	Principal, University High School of Science & Engineering
Sandra Inga	Director of STEM & President, Hartford Public School Administrators
Sherlye Jackson	Director of Special Education
Joseph Kopf	Assistant Principal, Kinsella Magnet
Karen Lott	Principal, Milner School
Michael Maziarz	Principal, Academy of Engineering & Green Technology HPHS
Ventine Richardson	Principal, Betances STEM
Tayarisha Stone	Principal, Clark Elementary
Bethany Sullivan	Principal, McDonough Middle School
Kristine Woods	Executive Director Curriculum, Instruction and Media Literacy

Committee's Charge/Focus:

Hartford's Administration Evaluation Committee are a cross-section of the district's educational leaders. They represent building/program leaders, central office leaders, union leaders, as well as the many different assignments throughout our system such as principal, assistant principal, director, executive director, assistant superintendent, and chief officer. The committee meets throughout the year reviewing current administration evaluation practices, data, and models to best guide revisions and recommendations of the HPS ADEVAL process and handbook.

Section II: ADMINISTRATOR EVALUATION and development

Purpose and Rationale

At Hartford Public Schools, every student thrives and every school is high performing because we are committed to expanding the capacity of our faculty and staff by developing leaders to lead for learning. Our evaluation process is centered on best-practices by ensuring that we are growing our leaders with timely, focused feedback that is aligned to standards. The observation process *is* professional learning as it ensures that we are intentionally having conversations around the HPS leadership competencies and the Connecticut Leader Evaluation and Support Rubric (CLR).

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



The model describes four levels of performance for administrators and focuses on the practices and outcomes of **Effective** administrators. An *effective* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators. The model includes a *highly effective* performance level for those who exceed these characteristics, but highly effective ratings are reserved for those who could serve as a model for leaders across their district or even statewide. This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

Section III: System Overview

Administrator Evaluation and Support Framework

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

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

- (a) **Observation of Leadership Performance and Practice (40%)** as defined in The Connecticut Leader Evaluation and Support Rubric 2015. (Appendix A)
- (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

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

- (a) **Student Learning (45%):** (a) performance and growth on locally-determined measures.
- (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of Highly Effective, Effective, Needs Improvement / Developing or Ineffective / Unsatisfactory. The performance levels are defined as:

- **Highly Effective** – Substantially exceeding indicators of performance
- **Effective** – Meeting indicators of performance
- **Needs Improvement / Developing** – Meeting some indicators of performance but not others
- **Ineffective / Unsatisfactory** – Not meeting indicators of performance

Three Evaluation Phases

There are three evaluation phases:

- Induction and Learning (I/L) Phase
- Learning and Growth (L/G) Phase
- Intervention and Support (I/S) Phase

Although each of these phases differ, all leadership practice indicators and student outcome related indicators as outlined above equally apply to all administrators regardless of phase placement.

Induction and Learning Phase (I/L)

Purpose

The purpose of the Leadership for the Induction and Learning Phase is to provide administrators with opportunities to develop and demonstrate competence in the Connecticut Leader Evaluation and Support Rubric 2015 (CLR). During this 1 to 3 year time period, evaluators will:

- Closely supervise first-time or newly hired administrators into the Hartford Public Schools system.
- Ensure that first-time, newly hired administrators are displaying the identified criteria and evidence of CLR.
- Ensure that first-time or newly hired administrators receive the support and mentorship they need to be successful in a new leadership position.
- Reassess administrator strengths as they relate to the CLR for those who have successfully completed the Intervention and Support Phase.

Who belongs in the I/L Phase?

The Induction and Learning Phase is a 1 to 3 year evaluation phase that includes an induction process designed to provide continuous mentoring and coaching for newly certified and practicing administrators. Beginning administrators will receive training, mentoring support and assistance in the key processes that are instrumental to administrator success in Hartford as delineated in the CLR.

Leadership development in this phase will also apply to:

- Newly hired experienced administrators new to the district.
- Administrators who have received a rating of *either needs improvement / developing or ineffective / unsatisfactory* in the previous school year.

For experienced administrators transferring to another position within the district, the Induction and Learning Phase is optional at the discretion of the evaluator.

For administrators performing at a high level in the CLR, year two and three of the I/L evaluation phase becomes optional at the discretion of the evaluator.

Each I/L administrator will participate in a comprehensive administrator orientation program that should begin prior to the start of school and should include all the critical policy, management and system information at the outset, along with an overview of the administrative professional leadership and evaluation process.

Site Visits & Artifact Reviews

For the I/L Phase, there will be a minimum of four on-site observation visits and/or artifact reviews, the first to occur no later than September 30th, the second to occur no later than December 1st, the third to occur no later than March 1st, and the fourth to occur no later than June 1st. A Site Visit can be an “artifact review” which is a review of requested documents and items that are related to the administrators work and the Connecticut Leader Evaluation and Support Rubric (CLR).

Two of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other two site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process

Additional Site Visits

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

Mentoring and Support for Beginning Administrators in the I/L Phase

Each administrator in year one of the I/L Phase will be assigned a leadership coach. The leadership coach will provide the administrator focused support in the CLR.

Administrators in year two and three of the phase may be assigned a leadership coach at the discretion of the Office of Talent Management in consultation with the assigned evaluator.

Learning and Growth (L/G) Phase

Purpose

The purpose of the L/G Phase is to provide administrators with opportunities to maintain and deepen the criteria in the Connecticut Leader Evaluation and Support Rubric (CLR). During this phase evaluators will:

- Assess administrator competencies as defined in the CLR.
- Meet with his/her School/Department Accountability Team to review district goals/objectives, and to ensure alignment with school goals and objectives.
- Provide opportunities for continuous professional growth.
- Encourage risk-taking, creativity and innovation.
- Create an environment in which administrators are reflective about their work.
- Provide opportunities for mentoring and collaborative work with other administrators, sharing staff/student work and best practices.

Who belongs in the L/G Phase?

The L/G Phase is for administrators who have demonstrated competency as measured by the CLR.

This phase encourages collaboration, innovation, professional responsibility, peer support, academic contributions to school/staff/student growth all in the spirit of improved student learning. Administrators in the L/G Phase are encouraged to:

- Share their work with their colleagues.
- Take on new leadership opportunities.
- Become mentors to new administrators.
- Explore research options that will contribute to improved student learning.
- Contribute to the HPS professional learning community.
- Become a reflective administrator practitioner.

Site Visits & Artifact Reviews

For the L/G Phase, there will be a minimum of two on-site observation visits, the first to occur no later than December 1st, the second to occur no later than March 1st. A Site Visit can be an “artifact review” which is a review of requested documents and items that are related to the administrator’s work and the CLR.

One of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Additional Site Visits

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

Intervention and Support (I/S) Phase

Purpose

The I/S Phase consists of close supervision for administrators who are experiencing difficulty demonstrating effectiveness with the Connecticut Leadership Rubric (CLR).

Who Belongs in the I/S Phase

Administrators performing below standard may be moved to Intervention and Support at any time of the year. Assignment to this phase is for any administrator who is demonstrating a clear lack of proficiency meeting the criteria in the CLR.

For any administrator experiencing difficulty demonstrating proficiency in his/her job performance, the evaluator will document evidence of the difficulty and any attempted assistance or interventions that have been applied. The deterioration of an administrator's performance will be put in writing and discussed with the administrator. The evaluator will notify the administrator in writing. Notification of this change in phase will be given to the administrator, Office of Talent Management (OTM), and Legal and Labor.

Additionally, any administrator who is transferring from another school/department in the district and is in the I/S Phase, must successfully complete his/her Intervention and Support Plan in his/her new setting.

What Happens in Intervention and Support

Administrators in Intervention and Support are in need of immediate assistance and close supervision. The areas of deficiency must be clearly articulated and a specific intervention and assistance plan must be created. Upon the initiation of this process, an administrator has 45 days to demonstrate substantial progress in the area of deficiency. An additional 45 days may be granted if enough progress warrants this extension. If an administrator successfully completes his/her intervention plan, he/she needs to be placed in the Induction and Learning Phase for close

supervision and support for an agreed upon period of time. When successful in I/L, the administrator can be placed in Learning and Growth. If an administrator is unsuccessful in Intervention and Support, the administrator will be referred to Legal and Labor for the termination process.

Planning Conference and Timeline

Administrators who are moved into Intervention and Support will receive notification of this move in writing. The evaluator will schedule an initial planning conference immediately. Using the CLR, the administrator's performance will be assessed and the evaluator will establish performance criteria for areas in which improvement is needed.

Using a 45-day Improvement Plan, objectives will be identified with conditions, resources, and support necessary and available for achievement of objectives. A plan for implementing objectives will be developed with activities, evaluation criteria, and a time schedule for evaluation. The plan will include a minimum of 2 site visit observations within 45 days of placement in Intervention and Support and a pre and post conference with written feedback. If evidence of growth is documented, a 45-day extension may be granted with revised objectives (if necessary) and time schedule for re-evaluation.

Additional Resources and Assistance

Administrators experiencing difficulty will be given assistance for a 45-day period, beginning no more than 10 days after entering the I/S Phase. An extension of an additional 45 days may be granted based on documentation and approved by the evaluator if there is evidence of growth. Administrators in the I/S Phase may also seek support from an executive coach.

Outcomes of Re-Evaluation

At the end of the first 45-day period, the evaluator will recommend one of the following:

- A return to the Induction and Learning Phase.
- Further interventions with an extended 45-day intervention period (for a maximum of two 45 day periods in the Intervention and Support Phase).
- Counseling out (notify OTM and Legal and Labor).
- Termination (notify OTM and Legal and Labor).

If a second 45-day period is granted, at the end of the second 45-day period, the evaluator will recommend one of the following:

- A return to the Induction or Learning Phase.
- Counseling out through OTM and Legal and Labor.
- Termination (notify OTM and Legal and Labor).

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle allows for flexibility in implementation and lends itself well to a meaningful and doable process. The model encourages two things:

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

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

Each administrator regardless of their evaluation phase participates in the entire evaluation process.

Process / Timelines at a Glance

Activity	Induction & Learning	Learning & Growth
District/Program/School Accountability Process & Objective Setting Process (SLO & SFO)	July 1 st - November 1 st	
1 st Site Observation	By September 30 th	By December 1 st
Finalize Objectives (SLO & SFO)	By November 1 st	
2 nd Site Observation	By December 1 st	By March 1 st
Mid-Year Review	By January 31 st	
3 rd Site Observation	By March 1 st	N/A
4 th Site Observation	By June 1 st	N/A
End of the Year Summative Evaluation Conference with Summative Rating & Scoring of SLO's & SFO	By July 30 th	
<p>Year End Evaluation Conference may need to be completed earlier than July 30th based upon the work year of the evaluatee or other considerations. Any adjustments to the evaluation rating due to unavailable data must occur by September 15th.</p>		
<p>If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.</p>		

Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan and/or school accountability plan that includes student learning goals.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and a Stakeholder Feedback Objective (SFO) drawing on available data, the superintendent's priorities, their school accountability plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and two SFO targets related to parent and teacher feedback.

Then administrators identify the areas of focus for their practice ***that will help them accomplish*** their SLOs and survey targets, choosing from among the elements of the Connecticut Leadership Rubric. While administrators are rated on all four domains, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in Domain 1 Instructional Leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her objectives. Together, these components – the objectives, the focus 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 objectives, supports and sources of evidence to be used.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Step 3: Plan Implementation and Evidence Collection

Site Visits & Artifact Reviews

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator’s practice. For the evaluator, this must include at least two and preferably more, site visits. Periodic, purposeful visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. Unlike visiting a classroom to observe a teacher, site visits to observe administrator practice can vary significantly in length and setting, and/or include a review of artifacts. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator’s practice focus areas, SLO’s, SFO, and district, school, department improvement plans.

Possible sources of evidence include the following artifacts and events:

- Data Team Meetings (agenda, minutes, reports, leadership)
- Accountability/Implementation Plans (action plans, reports, implementation, communication)
- Faculty/Staff/Department Meetings (agenda, minutes, reports, presentations, leadership)
- Handbooks & Memorandums
- Newsletters & Communications (parents/families, department, staff)
- School Governance Council & PTO Meetings (agenda, minutes, reports, presentations, leadership)
- Professional Development (PD school plan, attendance, agenda, minutes, presentations, leadership)
- Teacher Evaluation/Observations (pre/post conferences, classroom observation, reports)
- PPT (IEP, agenda, minutes, leadership, process/timelines, communication)
- Leadership Meetings (membership, agenda, minutes, reports, leadership)
- Board of Education Meetings (attendance, presentation, reports)

The number of required visits depends on the evaluation phase of the administrator. As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator’s practice. For the evaluator, this must include the required number of site visits (see I/L and L/G phase requirements). Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders.

Induction / Learning				Learning / Growth			
<u>SITE VISITS MAY BE DONE IN ANY ORDER</u>							
Site Visit	Pre - Conference	Post - Conference	Announced (A) or Unannounced (U)	Site Visit	Pre - Conference	Post - Conference	Announced (A) or Unannounced (U)
1	Yes	Yes	A	1	Yes	Yes	A
2	Yes	Yes	A	2	Optional	Yes	A or U
3	Optional	Yes	A or U				
4	Optional	Yes	A or U				

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

Step 4: Mid-Year Formative Review

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

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

The administrator and evaluator hold a Mid-Year Formative Conference and complete the Mid-Year Evaluation Form no later than January 31st, with explicit discussion of progress toward student learning objectives and the stakeholder feedback objective, as well as any areas of performance

related to standards of performance and practice. The administrator and the evaluator may modify the SLO and SFO at this time, if needed.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Step 5: Year-End Reflections

At the end of the academic year, the administrator will complete all year-end reflections including the Summative Self Reflection form and those related to their SLO's and SFO.

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

Step 6: Summative Review and Rating

The administrator and evaluator meet by July 30th to discuss the administrator's self-reflections and all evidence collected over the course of the year. The evaluator completes the summative evaluation report, shares it with the administrator. An addendum written by the administrator may be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by July 30th. Should test data not yet 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 test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

Section IV: Leadership Practice Related Indicators

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

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

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

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

Leadership practice is described in the Connecticut Leader Evaluation and Support Rubric (CLR).

Domain 1: Instructional Leadership

Indicator 1.1 Shared Vision, Mission and Goals

Indicator 1.2 Curriculum, Instruction and Assessment

Indicator 1.3 Continuous Improvement

Domain 2: Talent Management

Indicator 2.1 Recruitment, Selection and Retention

Indicator 2.2 Professional Learning

Indicator 2.3 Observation and Performance Evaluation

Domain 3: Organizational Systems

Indicator 3.1 Operational Management

Indicator 3.2 Resource Management

Domain 4: Culture and Climate

Indicator 4.1 Family, Community and Stakeholder Engagement

Indicator 4.2 School Culture and Climate

Indicator 4.3 Equitable and Ethical Practice

All four domains contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Domain 1 Instructional Leadership** comprises approximately half of the leadership practice rating and the other three domains are equally weighted. These weightings should be consistent for all building-level administration (principals). For central office-level leaders and other administrators (assistant principals, deans, directors) who have different responsibilities that are not directly aligned to teaching and learning, the domains can be equally weighted.

In order to arrive at these ratings, administrators are measured against the Connecticut Leader Evaluation and Support Rubric (CLR) which describes leadership actions across four performance levels for each of the four domains and related indicators. The four performance levels are:

- **Highly Effective:** The Highly Effective Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Highly Effective performance from Effective performance.
- **Effective:** The rubric is anchored at the Effective Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Effective level.
- **Needs Improvement / Developing:** The Needs Improvement / Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Ineffective / Unsatisfactory:** The Ineffective / Unsatisfactory Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *ineffective / unsatisfactory* to *highly effective*.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CLR. Evaluators collect evidence and observe the administrator's leadership practice across the four domains described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two site observations for any administrator on the Learning and Growth Phase and should conduct at least four school site observations for administrators who are on the Induction and Learning Phase.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward effectiveness in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *highly effective, effective, needs improvement/developing or ineffective / unsatisfactory* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the charts below and generates a summary report. It is important to note the differences between the two charts below. The first one is used for administrators who are primarily responsible for teaching and learning (i.e. principals). The second chart is used for administrators who may have an assignment that is not school/building based and focused solely on teaching and learning (i.e. operations, directors, deans).

Administrators Responsible for Instructional Leadership (Principals):

Highly Effective (4)	Effective (3)	Needs Improvement / Developing (2)	Unsatisfactory / Ineffective (1)
<p><i>Highly Effective</i> on Instructional Leadership</p> <p>+</p> <p><i>Highly Effective</i> on at least 2 other domains</p> <p>+</p> <p>No rating below <i>Effective</i></p>	<p>At least <i>Effective</i> on Instructional Leadership</p> <p>+</p> <p>At least <i>Effective</i> on at least 2 other domains</p> <p>+</p> <p>No rating below <i>Needs Improvement / Developing</i> on any domain</p>	<p>At least <i>Needs Improvement / Developing</i> on Instructional Leadership</p> <p>+</p> <p>At least <i>Needs Improvement / Developing</i> on at least 2 other domains</p>	<p><i>Ineffective/Unsatisfactory</i> on Instructional Leadership</p> <p>or</p> <p><i>Ineffective/Unsatisfactory</i> on at least 3 other domains</p>

Optional for AP/Deans, Central Office Leaders, and Other Program-Based Administrators:

Highly Effective (4)	Effective (3)	Needs Improvement / Developing (2)	Unsatisfactory / Ineffective (1)
<p><i>Highly Effective</i> on at least half of measured Domains</p> <p>+</p> <p>No rating below <i>Effective</i> on any Domains</p>	<p>At least <i>Effective</i> on a majority of Domains</p> <p>+</p> <p>No rating below <i>Needs Improvement/Developing</i></p>	<p>At least <i>Needs Improvement/Developing</i> on a majority of Domains</p>	<p><i>Below Standard</i> on at least half of Domains</p>

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Rubric (CLR) – is 10% of an administrator’s summative rating.

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

Parent, student, and teacher feedback data as solicited through the Hartford Public Schools’ (HPS) Climate and Connectedness Survey will be utilized for all building-level administrators to develop a measurable stakeholder feedback objective which include teacher and parent targets.

Administrators whose stakeholders are not reflected within the HPS School Climate and Connectedness Survey may use other district, office, department, and/or programmatic surveys. In order to minimize the burden on the district and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut Leadership Rubric (CLR), so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey’s results to incorporate into the evaluation and support model. For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members

All teachers and staff members

All students

Assistant Principals and Deans:

All or a subset of family members

All or a subset of teachers and staff members

All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Assistant Superintendents and Executive Directors:

Principals or principal supervisors

Other direct reports

Relevant family members

Leadership for Office of Academics, School Improvement,

Special Education Directors:

Principals

Specific subsets of teachers

Other specialists within the district

Relevant family/community members

Leadership for Offices of Finance, Human Resources and Legal/Employee relations offices:

Principals

Specific subsets of teachers

The objective setting and scoring process is as follows:

1. Administrator will determine focus areas based on the survey feedback;
2. Administrator will identify one stakeholder feedback objective (SFO).
3. For building/program level administrators: Two of the targets must incorporate specific baseline and results of the HPS' School Climate and Connectedness Survey involving teachers and parents. The targets may address subset data of the survey results. For central office administrators, targets may aligned to identified stakeholders within the survey.
4. A third target is encouraged.
5. Surveys are administered in the spring so that data can be disaggregated and analyzed.
6. Evaluator will determine a summative rating on the stakeholder feedback objective by using the four performance level ratings outlined below.

Highly Effective (4)	Effective (3)	Needs Improvement / Developing (2)	Unsatisfactory / Ineffective (1)
All or most targets were met or substantially exceeded the target(s).	Most targets were met and some indicators were within a few points of the target(s).	Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made.	Some targets met but a substantial percentage did not.

Section V: Student Outcomes Related Indicators

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

Student Related Indicators includes two components:

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

Component #3: Student Learning (45%)

Student learning is assessed by performance and growth on locally-determined measures. They will account for 45% of the administrator’s evaluation.

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to district/state/national standards and are strongly encouraged to align with Common Core State Standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

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

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

- Student performance on district-adopted assessments (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations, SBAC, MAP, LAS Links, SAT, PSAT).
- 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 SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft a school accountability plan. 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 (b) aligned with the school accountability plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The process' intended outcome is for the administrator and his/her evaluator to come to mutual agreement on all three SLOs. However, should their not be mutual agreement the evaluator would make the final determination.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.
- At the summative conference the administrator provides evidence and reflection regarding the SLO outcomes. The evaluator scores each SLO and then determines a student learning summative rating.

Scoring each Student Learning Objective (SLO)

Exceeded (4)	All or most targets were met or substantially exceeded the target(s).
Met (3)	Most targets were met and some indicators were within a few points of the target(s).
Partially Met (2)	Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made.
Did Not Meet (1)	Some targets met but a substantial percentage did not.

Arriving at Student Learning Summative Rating

Use the provided rubric to determine the overall 45% score:

Highly Effective (4)	Effective (3)	Needs Improvement / Developing (2)	Unsatisfactory / Ineffective (1)
Met all 3 SLOs and exceeded at least 2 SLOs	Met 2 SLOs and partially met the 3rd	Met 1 SLO and partially met at least 1 other	Met 0 SLOs OR Met 1 SLO and did not meet either of the other 2

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

Teacher/staff effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

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

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

For principals, the teacher effectiveness rating is calculated including all teachers assigned to the school. For assistant principals and deans, the teacher effectiveness rating is calculated including only those teachers with whom the assistant principal or dean is the evaluator.

For Central Office Administrators, the teacher/staff effectiveness rating based on the teachers/staff under their assigned role. All other administrators will be responsible for the teachers/staff they directly evaluate. For non-school based administrators: Complete a Staff Effectiveness Outcome Form to identify the sub group of staff members that will form the basis of the 5% Outcome rating.

Teachers’ student learning objectives not scored by the evaluator are calculated against the teacher effectiveness percentage counting as ineffective unless the scoring of said student learning objectives is waived.

Highly Effective (4)	Effective (3)	Needs Improvement / Developing (2)	Unsatisfactory / Ineffective (1)
95 -100% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> with >50% rated as <i>Highly Effective</i> on the student growth portion of their evaluation	50 - 94% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> on the student growth portion of their evaluation	31-49% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> on the student growth portion of their evaluation	0-30% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> on the student growth portion of their evaluation

Section VI: Summative Administrator Evaluation Rating
Summative Scoring

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

1. Highly Effective
2. Effective
3. Needs Improvement / Developing
4. Ineffective / Unsatisfactory

Determining Summative Ratings

The rating will be determined using the following steps:

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

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

The practice rating is based on the performance expectations of the Connecticut Leader Evaluation and Support Rubric (CLR) and the one stakeholder feedback target. Observation of administrator performance and practice counts for 40% and stakeholder feedback counts for 10% of the total rating. To calculate the summative practice score, each component score is multiplied by the weight and the sum is applied to the practice summative matrix.

To determine the 50% Practice Rating the evaluator must complete the tables below:

Component	Score (1-4)	Weight	Summary Score (multiply Score x Weight)
Overall Observation of Leadership Practice (refer to pg. 20-21)		40	
Stakeholder Feedback (refer to pg. 22-23)		10	
Total Leader Practice Related Points	(add both scores for total)		

PRACTICE Summative Matrix:

Total Leader Practice Related Summary Score	Summative Rating
50-80	Ineffective / Unsatisfactory
81-126	Needs Improvement / Developing
127-174	Effective
175-200	Highly Effective

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

The outcomes rating is derived from student objectives and teacher effectiveness outcomes. Simply multiply the weights by the component scores to get the summary score points. The points are then translated to a summative rating using the Outcomes Summative Matrix below. The outcomes rating is derived from student performance and progress on the student learning objectives and teacher/staff effectiveness outcomes.

To determine the 50% Student Outcome Rating the evaluator must complete the tables below:

Component	Score (1-4)	Weight	Summary Score (multiply Score x Weight)
Overall Student Learning Outcomes (refer to pg. 24-27)		45	
Teacher/Staff Effectiveness Outcomes (refer to pg. 28)		5	
Total Student Outcomes-Related Points	(add both scores for total)		

OUTCOMES Summative Matrix:

Total Student Outcomes-Related Score	Summative Rating
50-80	Ineffective / Unsatisfactory
81-126	Needs Improvement / Developing
127-174	Effective
175-200	Highly Effective

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix.

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

Summative
Rating Matrix

		Practice Related Indicators Rating			
		Highly Effective	Effective	Needs Improvement/Developing	Ineffective/Unsatisfactory
Outcomes Related Indicators Rating	Highly Effective	Highly Effective	Highly Effective	Effective	<i>Gather further information</i>
	Effective	Highly Effective	Effective	Needs Improvement/Developing	Needs Improvement/Developing
	Needs Improvement/Developing	Effective	Needs Improvement/Developing	Needs Improvement/Developing	Ineffective/Unsatisfactory
	Ineffective/Unsatisfactory	<i>Gather further information</i>	Needs Improvement/Developing	Ineffective/Unsatisfactory	Ineffective/Unsatisfactory

Adjustment of Summative Rating

Summative ratings must be completed for all administrators by July 30 of a given school year. Should test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by test data, the evaluator should recalculate the administrator’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

The district defines administrator effectiveness and ineffectiveness as outlined in the Summative Evaluation Rating. A teacher may be defined as effective or ineffective based solely on one or multiple years of performance. An administrator receiving a needs improvement/developing or ineffective/unsatisfactory rating will be placed on the Induction / Learning I/L Phase. The standard for achieving tenure is excellence or the potential for excellence.

Dispute-Resolution Process

Resolution of disputes between the evaluator and administrator may be remedied through the Office of Talent Management's designee or other established practices and procedures.

An administrator, who believes the process to have been implemented unfairly, may appeal the results of the process according to the rights granted through the administrator's contract. The due process rights of school administrators as regards to all procedural steps including, but not limited to meeting timelines, shall be grievable in accordance with grievance procedure in Article V and the Language in Article XIII, Section A.5 of the agreement.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will participate in on-going training professional learning on the HPS Administrator Professional Leadership and Evaluation process. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations, professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

Career Development and Growth

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

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

SECTION VII: FORMS

NOTE: *Forms in this section are for reference only. While the content will be consistent, the format may change. Please use the electronic, fillable forms within the evaluation platform.*

Leadership Focus Areas Form

Each administrator will identify two leadership focus areas based on the Connecticut Leader Evaluation and Support Rubric (CLR).

Select two of the focus areas below by checking off two boxes. In the narrative section for each focus area selected, briefly justify your selection.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

Leadership Focus Areas Form

Domain 3: Organizational Systems

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

3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

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/district community.

Pre- Site Visit/Artifact Review Form

Induction and Learning

Learning and Growth

Intervention

This form should be completed by the administrator prior to a scheduled, announced site visit.

- 1) What competencies from the Connecticut Leader Evaluation and Support Rubric (CLR) do you expect will be demonstrated during the site visit? Be sure to identify your annual two focus areas from the rubric.
- 2) How will this site visit provide evidence of your focus on the district SOP, implementation plans, and/or accountability plans?
- 3) What activities or artifacts will be viewed during the site visit?
- 4) What specific aspect of the site visit would you like feedback on that may improve your leadership proficiency?

Site Visit/Artifact Review Observation Form

Induction and Learning

Learning and Growth

Intervention

Site observations are based upon the CT State Department of Education Leadership Rubric. Evaluators may score all or as little as one leadership rubric component. Evaluators should score both components identified as areas of focus for the administrator.

Scoring Key

Highly Effective (HE)

Effective (E)

Needs Improvement / Developing (NI/D)

Ineffective / Unsatisfactory (I/U)

Not Scored (NS)

Domain 1: Instructional Leadership	
<u>Component</u>	<u>Score</u>
1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
<u>Evidence</u>	

Domain 2: Talent Management	
<u>Component</u>	<u>Score</u>
2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district’s vision, mission and goals.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission and goals.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
<u>Evidence</u>	

Domain 3: Organizational Systems	
<u>Component</u>	<u>Score</u>
3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
<u>Evidence</u>	

Domain 4: Culture and Climate

<u>Component</u>	<u>Score</u>
4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS
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/district community.	<input type="checkbox"/> HE <input type="checkbox"/> E <input type="checkbox"/> NI/D <input type="checkbox"/> U/I <input type="checkbox"/> NS

Evidence

Recommendations for Improvement / Next Steps

Additional Comments

Observation Rating

- Highly Effective
 Effective
 Needs Improvement / Developing
 Ineffective /Unsatisfactory

Student Learning Objective (SLO) Form

A **Student Learning Objective (SLO)** should be a broad goal for student learning. It should reflect high expectations for student learning and should be aligned to relevant state, nation, and/or district standards. An **Indicator of Academic Growth and Development (IAGD)** is a measure used to determine success in achieving the SLO.

Please check:

SLO 1

SLO 2

SLO 3

Population: What students are addressed in this SLO?

SLO:

Rationale: Why was this SLO chosen? What specific standards does it address?

Indicator(s) of Academic Growth and Development (IAGD): What are the targeted performance expectations? Multiple IAGDs are encouraged but are not required.

IAGD #1:

IAGD #2:

IAGD #3:

Baseline Data: Include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year relevant to this SLO as well as any additional student data or background information that you used in setting your objective.

Action Plan/Timeline: Outline the steps and approach you plan to take in order to make progress towards, and ultimately achieve, your SLO.

Evidence: Describe what data you will collect to assess progress toward achieving the SLO.

Professional Learning/Support: Identify the professional learning and/or other type(s) of support that you will require in order to achieve this SLO.

Stakeholder Feedback Objective (SFO) Form

A **Stakeholder Feedback Objective (SFO)** should be developed from parent feedback received through the HPS School Climate and Connectedness Survey process. At least one of the targets to measure the success of the **SFO** should be directly measurable by the School Climate and Connectedness Survey data. Central Office leaders may opt to develop additional surveys that are aligned to their assignment and work.

SFO:

Rationale / Baseline Data: Why was this SFO chosen? Include specific data from the School Climate and Connectedness Survey or other appropriate survey.

Targets: What are the targets to measure the success of the SFO? A parent and teacher target should be developed.

Target #1:

Target #2:

Target #3:

Action Plan/Timeline: Outline the steps and approach you plan to take in order to make progress towards, and ultimately achieve, your SFO.

Evidence: Describe what data you will collect to assess progress toward achieving the SFO.

Professional Learning/Support: Identify the professional learning and/or other type(s) of support that you will require in order to achieve this SFO.

SLO / SFO Modification Form

SLO 1 – Modification (if any)

SLO 2 – Modification (if any)

SLO 3 – Modification (if any)

SFO - Modification (if any)

Reference Only

Mid-Year Formative Conference & Review

This form is designed to help facilitate a mid-year formative conference and review. The form should start with the administrator who completes the reflection based on the CT Leadership Rubric and their SLO's and SFO. A separate modification form is needed if there needs to be an adjustment. Once completed by the administrator, the evaluator should review and add comments. The evaluator's ratings listed within this document are not used in the summative end of the year evaluation.

Domain 1: Instructional Leadership Indicates Leadership Focus Area

Administrator's Reflection:

Evaluator's Rating:

Highly Effective Effective Needs Improvement / Developing Ineffective /Unsatisfactory

Evaluator's Comments:

Domain 2: Talent Management Indicates Leadership Focus Area

Administrator's Reflection:

Evaluator's Rating:

Highly Effective Effective Needs Improvement / Developing Ineffective /Unsatisfactory

Evaluator's Comments:

Domain 3: Organizational Systems Indicates Leadership Focus Area

Administrator's Reflection:

Evaluator's Rating:

- Highly Effective Effective Needs Improvement / Developing Ineffective /Unsatisfactory

Evaluator's Comments:

Domain 4: Culture and Climate Indicates Leadership Focus Area

Administrator's Reflection:

Evaluator's Rating:

- Highly Effective Effective Needs Improvement / Developing Ineffective /Unsatisfactory

Evaluator's Comments:

SLO Updates/Progress

Administrator's Reflection:

Evaluator's Rating:

- Highly Effective Effective Needs Improvement / Developing Ineffective /Unsatisfactory

Evaluator's Comments:

SFO Updates/Progress

Administrator's Reflection:

Evaluator's Rating:

- Highly Effective Effective Needs Improvement / Developing Ineffective /Unsatisfactory

Evaluator's Comments:

Overall Mid-Year Rating:

- Highly Effective Effective Needs Improvement / Developing Ineffective /Unsatisfactory

End of Year Reflection Form

This form is designed for the administrator to communicate results and reflect on their performance and to facilitate a beneficial professional conversation at the summative evaluative conference.

Domain 1: Instructional Leadership Indicates Leadership Focus Area

Administrator's Reflection:

Domain 2: Talent Management Indicates Leadership Focus Area

Administrator's Reflection:

Domain 3: Organizational Systems Indicates Leadership Focus Area

Administrator's Reflection:

Domain 4: Culture and Climate Indicates Leadership Focus Area

Administrator's Reflection:

Stakeholder Feedback Objective

Exceeded (4) Met (3) Partially Met (2) Did Not Meet (1)

Reflection / Evidence

Student Learning Objective #1

Exceeded (4) Met (3) Partially Met (2) Did Not Meet (1)

Reflection / Evidence

Student Learning Objective #2

Exceeded (4) Met (3) Partially Met (2) Did Not Meet (1)

Reflection / Evidence

Student Learning Objective #3

Exceeded (4) Met (3) Partially Met (2) Did Not Meet (1)

Reflection / Evidence

Reference Only

End of the Year Summative Evaluation Form

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

Enter Scores, multiply by weights, and enter summary scores. Use Summative Matrix for final rating.

Component	Score (1-4)	Weight	Summary Score (multiply Score x Weight)
Overall Observation of Leadership Practice		40	
Stakeholder Feedback		10	
Total Leader Practice Related Points	(add both scores for total)		

PRACTICE Summative Matrix:

Highlight/Circle Rating

Total Leader Practice Related Summary Score	Summative Rating
50-80	Ineffective / Unsatisfactory
81-126	Needs Improvement / Developing
127-174	Effective
175-200	Highly Effective

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

Enter Scores, multiply by weights, and enter summary scores. Use Summative Matrix for final rating.

Component	Score (1-4)	Weight	Summary Score (multiply Score x Weight)
Overall Student Learning Outcomes		45	
Teacher/Staff Effectiveness Outcomes		5	
Total Student Outcomes-Related Points	(add both scores for total)		

OUTCOMES Summative Matrix:

Highlight/Circle Rating

Total Student Outcomes-Related Score	Summative Rating
50-80	Ineffective / Unsatisfactory
81-126	Needs Improvement / Developing
127-174	Effective
175-200	Highly Effective

3. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix.

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

		Practice Related Summative Rating			
		Highly Effective	Effective	Needs Improvement / Developing	Ineffective / Unsatisfactory
Outcomes Related Summative Rating	Highly Effective	Highly Effective	Highly Effective	Effective	<i>Gather further information</i>
	Effective	Highly Effective	Effective	Needs Improvement / Developing	Needs Improvement / Developing
	Needs Improvement / Developing	Effective	Needs Improvement / Developing	Needs Improvement / Developing	Ineffective / Unsatisfactory
	Ineffective / Unsatisfactory	<i>Gather further information</i>	Needs Improvement / Developing	Ineffective / Unsatisfactory	Ineffective / Unsatisfactory

OVERALL SUMMATIVE RATING:

Highly Effective
 Effective
 Needs Improvement/Developing
 Ineffective /Unsatisfactory

Next Year's Evaluation Phase:

Induction & Learning (I/L)
 Learning & Growth (L/G)
 Intervention & Support (I/S)

Evaluator's End of the Year Summative Comments

Student Learning Objectives

Stakeholder Feedback Objectives

Strengths

Areas of Growth

Recommendations

Change of Evaluation Phase Form

Administrator:

Assignment:

Location/Program:

Evaluator:

Time/Date of Meeting:

Meeting Attended By:

*This form confirms that you reviewed and discussed your performance with your evaluator. As an outcome of this meeting, your evaluation phase was changed to **Intervention and Support**. The change of phase to **Intervention and Support** was based on the following checked "x" indicators of the Connecticut Leader Evaluation and Support Rubric (CLR) which were rated below EFFECTIVE and thus areas of concern:*

1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

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/district community.

Administrator Signature and Date:

Evaluator Signature and Date:

Intervention and Support Plan

Administrator:

Assignment:

Location/Program:

Evaluator:

Time/Date of Meeting:

Meeting Attended By:

Intervention & Support Timeline (45 school days):

Indicators(s) of professional practice needing immediate attention:

Professional Development Objective(s) and Action Plan:

Objective 1:

Action Plan:

Measure of Success:

Support and Resources:

Objective 2:

Action Plan:

Measure of Success:

Support and Resources:

Schedule of Observation(s) and Progress Meetings (as appropriate to plan):

Administrator Signature and Date:

Evaluator Signature and Date:

Intervention and Support Completion Form

Administrator:

Assignment:

Location/Program:

Evaluator:

Time/Date of Meeting:

Meeting Attended By:

Intervention & Support Timeline (45 school days):

Indicators(s) of professional practice needing immediate attention:

Professional Development Objective(s) and Action Plan:

Objective 1:

Action Plan:

Measure of Success:

Support and Resources:

OBJECTIVE 1 OUTCOME:

Objective 2:

Action Plan:

Measure of Success:

Support and Resources:

Schedule of Observation(s) and Progress Meetings (as appropriate to plan):

OBJECTIVE 2 OUTCOME:

Recommendation:

- I/S Plan successfully completed. Move to I/L Phase.
- I/S Plan partially successful with acceptable progress; 45 school-day extension granted.
- I/S Plan revised, continue in IS until next progress meeting on:
- I/S Plan progress is unsatisfactory. Refer to Office of Legal and Labor

Administrator Signature and Date:

Evaluator Signature and Date:

SECTION X: APPENDICES

Comparison of CT Leader Evaluation Rubric and CT Leader Evaluation and Support Rubric 2015

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized into four domains and renamed to capture the most essential skills of a leader.

CT Leader Evaluation Rubric	CT Leader Evaluation and Support Rubric 2015
<p>Performance Expectation 1: Vision, Mission and Goals: Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals</p> <p>Performance Expectation 2: Teaching and Learning Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability</p> <p>Performance Expectation 3: Organizational Systems and Safety Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources</p> <p>Performance Expectation 4: Families and Stakeholders Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources</p> <p>Performance Expectation 5: Ethics and Integrity Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others</p> <p>Performance Expectation 6: The Education System Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement</p>	<p>Domain 1: Instructional Leadership Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement</p> <p>Domain 2: Talent Management Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation</p> <p>Domain 3: Organizational Systems Indicator 3.1 Operational Management Indicator 3.2 Resource Management</p> <p>Domain 4: Culture and Climate Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice</p>

August 18, 2015

Connecticut Leader Evaluation and Support Rubric 2015 — At a Glance

<p>► Domain 1: Instructional Leadership</p> <p><i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</i></p> <p>1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p>1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p>1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p>	<p>► Domain 2: Talent Management</p> <p><i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</i></p> <p>2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.</p> <p>2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.</p> <p>2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p>
<p>► Domain 3: Organizational Systems</p> <p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p> <p>3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p>3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>	<p>► Domain 4: Culture and Climate</p> <p><i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.</i></p> <p>4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <p>4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p>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/district community.</p>

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission and Goals		Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.			
	UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>	POTENTIAL SOURCES OF EVIDENCE
High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students.	<ul style="list-style-type: none"> • School vision and mission statement • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical learning for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
School/District Improvement Plan (SIP/DIP)/action plan and goals	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the district improvement plan or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
Stakeholder engagement	Rarely engages with stakeholders about the school or district's vision, mission and goals.	Engages some stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages a broad range of stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	
KEY AREAS OF LEADERSHIP PRACTICE					

1. SIP/DIP — School Improvement Plan/District Improvement Plan. Plans for school and/or district improvement may be referred to by other titles (for example, Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.2 Curriculum, Instruction and Assessment					
Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment					
KEY AREAS OF LEADERSHIP PRACTICE	UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
	<p>Curriculum development</p> <p>Instructional strategies and practices</p> <p>Assessment practices</p>	<p>Few or no processes are established to design, implement and evaluate curriculum and instruction.</p> <p>Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students?</p> <p>Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.</p>	<p>Establishes inconsistent processes to design, implement and evaluate curriculum and instruction.</p> <p>Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.</p> <p>Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.</p>	<p>Works with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.</p> <p>Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.</p> <p>Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.</p>	<p>Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.</p> <p>Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.</p> <p>Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.</p>

2. **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.

August 18, 2015

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.3 Continuous Improvement						
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.						
		UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <small>All characteristics of Effective, plus one or more of the following:</small>	POTENTIAL SOURCES OF EVIDENCE
Data-driven decision- making	Uses little to no data to guide ongoing decision-making to address student and adult learning needs.	Uses some data to guide ongoing decision-making to address student and adult learning needs.	Analyzes varied sources of data ³ about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and adult learning needs and progress toward school or district vision, mission and goals.	<ul style="list-style-type: none"> School or district improvement plan Leadership team agendas, minutes, observations Faculty or departmental meeting agendas, minutes, observations Professional development plan Data team schedule, processes and minutes Data team agendas, minutes, observations 	
Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	<ul style="list-style-type: none"> Educator evaluation data, including informal or formal observations Student intervention data Parent group agenda, minutes, observations School governance council agendas, minutes, observations 	
Solution- focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.		

KEY AREAS OF LEADERSHIP PRACTICE

3. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

KEY AREAS OF LEADERSHIP PRACTICE		2.1 Recruitment, Selection and Retention				POTENTIAL SOURCES OF EVIDENCE
		UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	
Recruitment, selection and retention practices	Does not have or apply recruitment, selection and retention strategies.	Implements recruitment, selection and retention strategies that reflect elements of the school or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals; influences district's policies and procedures.	<ul style="list-style-type: none"> School or district improvement plans Educator evaluation data Application materials and interviews Personnel records Leadership team agendas, minutes, observations Professional development sessions ED 163 Retention data Faculty or departmental meeting agendas, minutes, observations 	
	Does not consider evidence as a requirement for recruitment, selection and retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.		
	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.		
Evidence-based personnel decisions	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Identifies general needs and provides some support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.		
Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Identifies general needs and provides some support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.		
Supporting early career teachers	Provides support for early career teachers that meets only minimum state requirements.	Identifies general needs and provides some support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.		

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning					
Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.					
	UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	<ul style="list-style-type: none"> School or district improvement plans Leadership team agendas, minutes, observations Professional learning plan Professional learning survey or feedback Educator evaluation data
Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses evidence that may or may not promote reflection and determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
Resources for high-quality professional learning	Provides minimal support, time or resources for professional learning.	Provides the conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides the conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.	
KEY AREAS OF LEADERSHIP PRACTICE					

August 18, 2015

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.						
2.3 Observation and Performance Evaluation						
		UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
Evidence-based evaluation strategies		Evaluates staff using minimal evidence that is not aligned with educator performance standards.	Evaluates staff using limited evidence such as observation, artifact review, collegial dialogue or student-learning data that is aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer evaluation based on multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<ul style="list-style-type: none"> School or district improvement plan Educator evaluation data and indicators of academic growth and development (IAGDs) Leadership team agendas, minutes, observations Professional development sessions Professional learning recommendations Teacher mentorship or peer support programming
	Feedback	Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.	Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted.	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.	
KEY AREAS OF LEADERSHIP PRACTICE						

August 18, 2015

Domain 3: Organizational Systems

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

3.1 Operational Management					
Strategically aligns organizational systems ⁴ and resources to support student achievement and school improvement.					
	UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following.</i>	POTENTIAL SOURCES OF EVIDENCE
Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	<ul style="list-style-type: none"> Schedules Student assistance team Safe school climate committee Leadership team agendas, minutes, observations Instructional improvement committees Professional development and evaluation committees (PDEC), or school-based equivalent School conditions Maintenance of facilities, playgrounds, equipment, etc. Processes for arrival and dismissal Safety procedures Use of electronic systems for student or staff data and communication Phone logs, bulletins, website Use of social media
School site safety and security	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	
Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.	Develops communication and data systems that provide information but is not always timely in doing so. Minimally develops capacity of staff to document and access student learning progress over time.	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	

KEY AREAS OF LEADERSHIP PRACTICE

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Domain 3: Organizational Systems

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

3.2 Resource Management					
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.					
KEY AREAS OF LEADERSHIP PRACTICE	UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
	Budgeting	Does not develop a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops and implements a budget that is partially aligned to the school and district improvement plans and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.
Securing resources to support vision, mission and goals	Makes minimal attempts to secure resources that may or may not support achievement of the school or district's vision, mission and goals.	Advocates for school and district resources that can support some achievement of the school or district's vision, mission and goals.	Advocates for and works to secure school and district resources to support achievement of the school or district's vision, mission and goals.	Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	
Resource allocation	Allocates resources in ways that do not promote educational equity* for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

5. Educational equity: providing equitable resources to meet diverse student, family and staff needs

August 18, 2015

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 Family, Community and Stakeholder Engagement Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.		POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE		HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>
	UNSATISFACTORY/INEFFECTIVE	EFFECTIVE
Communications	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.
Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.
Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.
Cultural competencies and community diversity	Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.	Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education programs.
		<ul style="list-style-type: none"> Communications (including social media, website, newsletters, public appearances, etc.) Feedback from climate survey Parent group agenda, minutes, observations Committee membership Participation in community groups (Rotary, Lions Club, etc.) Participation in professional organizations Community groups (United Way, etc.) School or district improvement plan Family resource centers or outreach programs School or district community collaborations Use and organization of community or parent volunteers Data on parental involvement PBIS implementation Parent handbook Use of interdistrict resources and professional learning cooperative designs
		Creates a schoolwide or districtwide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.
		Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.
		Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.
		Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.

August 18, 2015

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.2 School Culture and Climate					
Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.					
	UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
Student conduct	Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	<ul style="list-style-type: none"> Discipline data Student surveys Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) Faculty or departmental meeting agendas, minutes, observations Observations of faculty Social media Educator evaluation data (professional responsibilities) Parent surveys Participation in parent meetings or school events Records of safety issues Collaboration with police and fire departments (minutes from meetings) Procedure manuals Emergency management drills Communication with parents and families Safe school climate committees Contingency plans
Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers.	<ul style="list-style-type: none"> Participation in parent meetings or school events Records of safety issues Collaboration with police and fire departments (minutes from meetings) Procedure manuals Emergency management drills Communication with parents and families Safe school climate committees Contingency plans
Positive school climate for learning	Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Seeks input and discussion from school community members to build his or her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students.	Advocates for, creates and supports a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.	

August 18, 2015

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

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 or district community.					
	UNSATISFACTORY/ INEFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE <i>All characteristics of Effective, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
Professional Responsibility and Ethics	Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	N/A	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	<ul style="list-style-type: none"> • Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
Equity, cultural competence and social justice	Does not consistently promote educational equity, cultural competence and social justice for students or staff.	Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff.	Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders. Promotes social justice by ensuring all students have access to educational opportunities.	Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination.	
Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Demonstrates ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.	

August 18, 2015

HPS Leadership Competencies & Crosswalk with CT Leadership Evaluation and Support Rubric:

<p>Leading for Teaching and Learning - HPS instructional leaders develop highly effective teams to create a shared vision of teaching and learning, facilitate a culture of continuous improvement; and monitor teacher performance and student achievement to improve instruction. HPS instructional leaders foster a culture of professional inquiry, leading to improvement of self, others, and the school at large.</p>	
Leadership Practice	CT Leader Evaluation and Support Rubric 2015
<ol style="list-style-type: none"> 1. Instructional leaders facilitate the development, articulation, and implementation of a shared vision of effective teaching and learning. 2. Instructional leaders use a school improvement process to implement the vision and mission of the school and to ensure the academic, social, and behavioral growth of all students. 	<p>Domain 1: Instructional Leadership Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction & Assess. Indicator 1.3 Continuous Improvement</p>
<ol style="list-style-type: none"> 3. Instructional leaders identify and guide individual and collective professional learning through coaching and cycles of collaborative inquiry. 4. Instructional leaders use data to analyze student learning and improve teacher practice that is responsive to individual students' needs, learning styles, heritage and culture. 	<p>Domain 2: Talent Management Indicator 2.2 Professional Learning Indicator 2.3 Observation & Perform. Evaluation</p> <p>Domain 1: Instructional Leadership Indicator 1.3 Continuous Improvement</p>
<p>Leading for Equity and Access - HPS instructional leaders are committed to cultivating and nurturing an equity-driven, achievement-based culture of learning, focused on academic success for <i>all</i> students. HPS instructional leaders demonstrate the belief that every student can achieve at high levels and demonstrate an urgency to improve student achievement. Instructional leaders explore how identity and life experience have shaped assumptions and unconscious biases. HPS instructional leaders work to increase cultural competency and self-awareness of all staff in order to have a positive impact on students, families and staff.</p>	
Leadership Practice	CT Leader Evaluation and Support Rubric 2015
<ol style="list-style-type: none"> 1. Instructional leaders purposefully and thoughtfully recruit, hire/retain, induct, support and develop the most qualified staff as well as engage in succession planning. 2. Instructional leaders create supportive working environments for on-going adult learning including professional development opportunities, dedicated time for collaboration, and access to professional learning communities. 	<p>Domain 2: Talent Management Indicator 2.1 Recruit., Selection & Retention</p> <p>Domain 2: Talent Management Indicator 2.2 Professional Learning Indicator 2.3 Observation & Performance Evaluation</p> <p>Domain 3: Organizational Systems Indicator 3.2 Resource Management</p>
<ol style="list-style-type: none"> 3. Through collaborative learning teams, staff, students and the school community embrace a vision of academic success for every student and work towards clear goals focused on student learning. 4. Instructional leaders foster a culture of learning, cultural responsiveness and high expectations for every student and every adult. 5. School leaders create and maintain a results-focused learning environment of continuous improvement that is responsive to individual students' needs and the diversity among the students. 	<p>Domain 4: Culture and Climate Indicator 4.1 Fam./Community/Stake Engage Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice</p>

Leading High Functioning Teams for School Improvement – Guided by a shared vision, HPS instructional leaders develop highly effective teams to plan, implement and monitor school improvement. HPS instructional leaders use distributive leadership practices to analyze problems and determine solution strategies using multiple sources of data.

Leadership Practice	CT Leader Evaluation and Support Rubric 2015
<p>1. Instructional leaders incorporate systems, structures, and strategies that focus on results to meet school improvement goals.</p>	<p>Domain 1: Instructional Leadership Indicator 1.3 Continuous Improvement</p> <p>Domain 3: Organizational Systems Indicator 3.1 Operational Management Indicator 3.2 Resource Management</p>
<p>2. Instructional leaders explore alternative ways to solve and address areas of concern, through collaboration, networking, and generative inquiry.</p>	<p>Domain 1: Instructional Leadership Indicator 1.1 Shared Vision, Mission and Goals</p> <p>Domain 4: Culture and Climate Indicator 4.2 School Culture and Climate</p>
<p>3. Instructional leaders build trusting and positive relationships with staff, students, families and communities to improve student learning.</p>	<p>Domain 4: Culture and Climate Indicator 4.1 Fam./Community/Stake. Engage Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice</p>
<p>4. Instructional leaders foster ongoing collaboration and shared leadership with staff, students and the school community to change the status quo by developing self-efficacy, taking intelligent risks, and using failure as a mechanism to learn.</p> <p>5. Instructional leaders create time, space and processes for teams to collaborate to identify student centered problems, discuss solutions to challenging issues, and consider strategies for addressing these problems in a coordinated effort.</p>	<p>Domain 1: Instructional Leadership Indicator 1.1 Shared Vision, Mission and Goals</p> <p>Domain 2: Talent Management Indicator 2.2 Professional Learning</p> <p>Domain 3: Organizational Systems Indicator 3.1 Operational Management Indicator 3.2 Resource Management</p> <p>Domain 4: Culture and Climate Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice</p>