

New Haven Public Schools
2015-16 Educator Evaluation
and Support Plan

Table of Contents

TEACHER EVALUATION AND SUPPORT PLAN.....	4
TEACHER EVALUATION AND DEVELOPMENT SYSTEM HIGHLIGHTS	5
TEACHER EVALUATION & DEVELOPMENT PROCESS AT A GLANCE – TIMING.....	7
TEACHER EVALUATION AND DEVELOPMENT PROCESS IN-DEPTH	8
KEY ELEMENTS	8
WHAT WILL THE PROCESS LOOK LIKE OVER THE COURSE OF A YEAR?	9
<i>August (and as needed): Orientation</i>	9
<i>Goal-Setting and Planning</i>	9
<i>September to June: Professional Interaction and Data Gathering</i>	10
<i>Mid-Year Check-In</i>	11
<i>End-of-Year Summative Review</i>	12
SUMMATIVE RATING MATRIX	16
<i>Resolution of Disputes Regarding the Evaluation Process</i>	17
<i>Third Party Validation</i>	17
<i>Evaluator Training</i>	18
ADMINISTRATOR EVALUATION AND SUPPORT PLAN.....	21
TIMELINE.....	23
<i>Goal Setting & Planning</i>	24
<i>Plan Implementation and Evidence Collection</i>	25
<i>Mid-Year Formative Review</i>	25
<i>Self-Assessment</i>	25
<i>Summative Review and Rating</i>	26
LEADERSHIP PRACTICE RELATED INDICATORS.....	27
<i>Observation of Leadership Practice</i>	27
<i>Stakeholder Feedback Rating</i>	27
STUDENT OUTCOMES RELATED INDICATORS	28
<i>Student Learning</i>	28
<i>Teacher Effectiveness Outcomes</i>	29
DETERMINING SUMMATIVE RATINGS	30
<i>Definition of Effectiveness and Ineffectiveness</i>	33
<i>Dispute Resolution Process</i>	33
<i>Evaluator Training</i>	33
RUBRICS	35
PROFESSIONAL VALUES PERFORMANCE CONTINUUM	36
TEACHER - INSTRUCTIONAL PRACTICE FRAMEWORK AND PERFORMANCE CONTINUUM.....	39

SCHOOL PSYCHOLOGIST PRACTICE PERFORMANCE CONTINUUM	49
SCHOOL SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM	53
SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM.....	57
CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM	63
CENTRAL OFFICE ADMINISTRATOR PROFESSIONAL VALUES PERFORMANCE CONTINUUM.....	85
SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM	90
PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL VALUES PERFORMANCE CONTINUUM	101

Teacher Evaluation and Support Plan

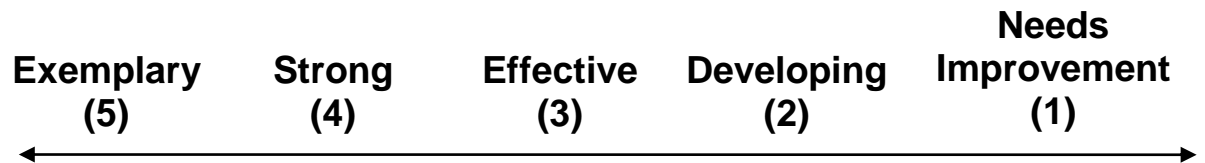
The teacher evaluation and development system was created in partnership with the New Haven Federation of Teachers (NHFT), and includes a number of significant components:

- Prioritizes instructional coaching and development of teachers through professional feedback relationships with managers, prioritizing a periodic conferencing process for all teachers, rather than simply classroom observations for teachers in certain cycles;
- Encourages administrators to provide frequent, concrete feedback to teachers about their performance against a clear, detailed performance rubric, through multiple classroom observations;
- Incorporates student growth as measured by objective assessments as a factor in evaluations; and
- Uses an innovative validation process, so that third party ex-teacher experts validate administrator judgments about both exemplary and needs improvement teacher performance

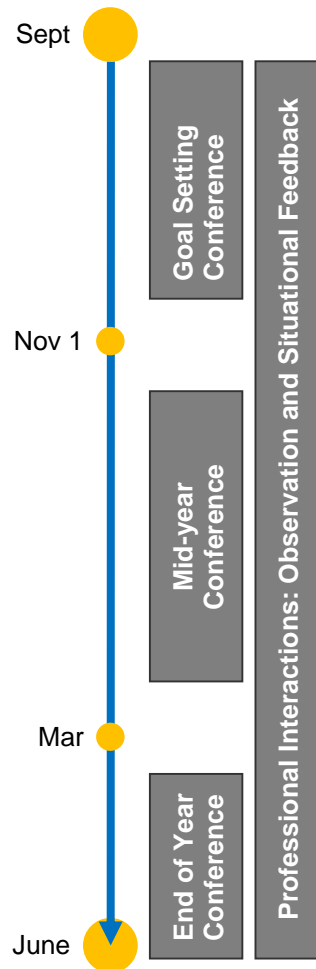
The teacher evaluation and development system will use multiple sources of information to assign each teacher’s evaluation ratings and determine targeted development opportunities.

<u>Component</u>	<u>Measured By</u>	<u>Materials</u>
Student learning outcomes	Growth in student learning (i.e., growth on state, district, or other assessments) and attainment of academic goals that are rigorous and aligned to standards. Reflection on student feedback.	Goal Setting Form
Teacher instructional practice	Instructional manager judgments of observed teacher performance in the domains of Planning and Preparation, Classroom Practice, and Reflection	Instructional Practice Performance Continuum
Teacher professional values	Instructional manager judgments of observed teacher behavior that address a set of characteristics including professionalism, collegiality and high expectations for students. Teacher progress on student feedback and/or professional values goal	Professional Values Performance Continuum

At the end of each year, all teachers will be assigned a rating that indicates their level of performance for each component on the following scale:



Teacher Evaluation & Development Process at a Glance – Timing



What happens?

- Orientation of teachers to the Evaluation Process
- Establish student learning goals for the year, focused on growth of students assigned to classes
- Establish goal related to student, parent, or peer feedback
- Establish area of professional focus for the teacher, drawing from instructional practice and professional values frameworks
- Establish professional development plan – opportunities for support and attention inside and outside of school

By Nov 1st	Teachers on track to be exemplary (5), not on track (2), or needs improvement (1) need notification before 11/1, to launch 3 rd party validation process. Notification triggers additional observations with the validator. Teachers in needs improvement and not on track categories must be placed on an intensive plan of improvement
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- Prior to midyear conference, and then again following midyear conference, observations of teacher practice, including through instructional rounds, classroom observations, data teams, and other professional activities.
- At midyear conference, discussion of teacher performance and development, informed by instructional rounds, classroom observations, data teams, and all other activities. Includes self-assessment by teacher, using the conferencing form, and tentative ratings. Mutually agreed upon adjustments to goals may be made.
- End of year evaluation conference, including self-assessment by teacher, final rating in each area of evaluation, summative evaluation rating based on matrix, and preliminary thinking on professional focus/development for subsequent year.

Teacher Evaluation and Development Process In-Depth

Key Elements

- **Evaluation and Development Conferences**

The centerpiece of the evaluation and development system are regular, substantive and collegial one-on-one discussions between a teacher and that teacher's Instructional Manager. The goal of these evaluation and development conferences is to provide comprehensive and constructive feedback to each teacher, including all the elements of teacher evaluation, and to set a defined plan of development opportunities for the teacher. The conferences will be the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and Instructional Manager.

- **Instructional Managers**

Each teacher should have a single Instructional Manager (IM) who is accountable for his or her evaluation and development. The manager, at his or her discretion, will be able to bring other administrators into the process to gather as complete and accurate a set of information as possible and to provide a full range of support. Instructional Managers include Principals, Assistant Principals, and others designated for the role.

- **Shift from Formal to Informal Frequent Observations**

Instructional Managers will shift toward more frequent formal observations or instructional rounds. Teachers may request a formal classroom observation if they prefer, though that would not preclude managers from making additional instructional rounds. Observations are also not limited to classroom observations, but include diagnostic and planning sessions, and other professional interactions that contribute to learning and the school community.

- **Components of Evaluation and Development for Teachers**

In order to ensure the most accurate and complete understanding of each teacher's performance, multiple components of professional work are included. These components include: **student learning; instructional/professional practice; and professional values.**

What will the process look like over the course of a year?

- 1) All teachers will have orientation and at least three conferences per year: a goal-setting conference, a mid-year conference, and an end-of-year conference.
- 2) Teachers will be observed regularly in the normal course of professional interactions in the school. Minimally, for each mid-year and end-of-year conference, at least one full class observation or three instructional rounds should occur. Teachers who are identified as likely to receive a “needs improvement” rating will have **three additional observations conducted jointly with a 3rd party validator**; exemplary teachers in validation have two observations conducted jointly with a 3rd party validator. In addition, the instructional manager may observe and/or participate in planning meetings and other professional responsibilities.
- 3) In the course of normal professional interactions, including instructional rounds, IMs will provide feedback through whatever mechanism they find most convenient, including verbal, written, or email. Feedback should include observation of practice and, if appropriate, a suggestion for improvement. If a teacher is likely to be a “needs improvement” or “developing”, then a significant portion of the feedback should be in writing, available for review at the mid-year or end-of-year conference.

August (and as needed): Orientation

- During New Teacher Orientation in August all new teachers to the district will attend a 3 hour TEVAL orientation session where New Haven’s Teacher Evaluation and Development process will be explained in detail. The session will give an overview on the entire process but will focus on goal setting and using TalentEd.
- Prior to the goal setting conferences each school will provide all teachers with an orientation to any changes in the process
- During September, October, and November the Talent Office will provide any teachers hired after the start of school with an orientation to TEVAL and TalentEd. These sessions will be open to any interested teachers in addition to the new hires.

Goal-Setting and Planning

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

1. **Orientation on Process:** To begin the evaluation process, instructional managers 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 focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

2. **Teacher Reflection and Goal-Setting:** Prior to the goal setting conference, the teacher should do pre-analysis of their class(es) and students, based on prior year performance and/or start of year assessment (i.e. pre-tests). The teacher should also examine prior year evaluation and **survey results**, and the **NHPS Instructional Practice Performance Continuum** to **draft a proposed performance and practice focus area, a feedback goal, two SLOs**. Collaboration with grade-level or subject-matter teams to support the goal-setting process is highly encouraged.
3. **Goal-Setting Conference:** During the goal setting conference the teacher and IM are tasked with discussing and reaching **mutual agreement** on the teacher's student learning objectives (SLOs) and indicators of academic growth and development (IAGDs), including:
 - Measure or assessment to be tracked
 - Target level of performance for the class(es) as a whole
 - Any notes or advanced concerns
 - Once agreed upon the student learning objectives and IAGDs are recorded on the Goal Setting form in TalentEd by the teacher and approved by the instructional manager.
 - In addition to the two student learning goals, the teacher and IM will
 - designate areas of professional focus for the teacher for the next development cycle mapped to the instructional practices and professional values frameworks and recorded them on the Goal Setting form in TalentEd
 - record a teacher development plan, including development activities and resources and support to be made available.
 - If the teacher and IM cannot reach agreement on the student learning goals then the district administrator of teacher evaluation and development and the president of the NHFT or his designee meet with the teacher and IM to facilitate agreement on goals.

September to June: Professional Interaction and Data Gathering

- IMs will regularly visit the classrooms of every teacher and provide on-going situational feedback about what has been observed based on the Instructional Practice and Professional Values Performance Continuums
- Mini-observation forms are available in TalentEd to record observations and provide feedback to the teacher
- Formal observation forms are available in TalentEd to record formal observations with ratings and provide feedback to the teacher
- IMs may also offer feedback based on document reviews and observations in various school settings, including data teams and other professional settings.

Observation Protocol

Formal Observation

A formal observation is defined as an observation that is announced to the teacher ahead of time, is at least 30 minutes in length, and is preceded by a brief pre-observation conference in which the teacher provides the IM with an overview of the class. Formal observations will be followed by a debriefing or post-conference and the Formal Observation form with ratings will be completed in TalentEd.

Informal Observation

Informal observations may or may not be announced to the teacher ahead of time. They are typically of shorter duration than a formal observation and are not preceded by a pre-observation conference. After all observations teachers will receive feedback from their IM and a mini-observation form will be completed in TalentEd.

- Novice Teachers receive a combination of formal and informal observations with a minimum of one formal observation before November 1st or within first 90 days of hiring and one formal observation after mid-year and three informal observations throughout the year
- Teachers receiving a summative rating of **needs improvement or developing** receive a number of observations appropriate to their individual plan, but no fewer than one formal observation before November 1st and one formal observation after mid-year and three informal observations throughout the year.
- Teachers who receive a summative rating of **Effective or better** receive a combination of at least three formal and informal observations/reviews of practice.
- Teachers validated as **Exemplary** who maintain that rating receive at least two informal observations/reviews of practice.

Mid-Year Check-In

Timeframe: January and February

1. **Reflection and Preparation:** The teacher and IM collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.
2. **Mid Year Conference:** The IM and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress toward SLOs and other goals. During the mid-year conference,

the IM and the teacher will review the student learning goals set in the early fall and discuss progress towards accomplishing these goals, for both students and teacher. The teacher and IM will discuss the teacher's instructional practice and professional values, based on the appropriate performance continuum. Teachers will discuss with their IM how they used peer, parent and/or student feedback to improve their practice. They may also reassess the teacher's area of professional focus and development plan, making adjustments as needed.

- Adjustments to the teacher's development plan should be noted in the Mid-Year Conference form.
- If adjustments to SLOs and/or IAGDs are mutually agreed upon the revisions will be noted on the Mid-Year Conference form. Both teacher and IM will need to indicate that they agree to the revisions for them to go into effect.
- If the teacher and IM cannot reach agreement on revisions to previously agreed upon SLOs and/or IAGDs then the district administrator of teacher evaluation and development and the president of the NHFT or his designee meet with the teacher and IM to facilitate agreement. If agreement on revisions still cannot be reached then the previously agreed upon goals will stand.
- No adjustments to SLOs and/or IAGDs will be allowed after March 1st.

End-of-Year Summative Review

Timeframe: May and June; must be completed prior to June 30

- **Teacher Self-Assessment:** The teacher reviews all information and data collected during the year and completes a self-assessment. Final learning results should be recorded by the teacher in the Conference form.
- **End-of-Year Conference:** The IM and teacher meet to discuss all evidence collected and to discuss the component ratings. In this conference, the IM and the teacher will review the final student learning results for students in the teacher's class (es), and the teacher's summative level of performance based on the Student Growth Outcomes, Instructional Practice, and Professional Values.
 - During the end of year conference, the IM and the teacher will review the student learning goals set in the early fall and discuss progress towards accomplishing these goals, for both students and teacher. The teacher and IM will discuss the teacher's instructional practice and professional values, based on the appropriate performance continuum. Teachers will discuss with their IM how they used peer, parent and/or student feedback to improve their practice
 - Based on multiple sources of data, collegial conferences, observations of teacher practice and professional values, student achievement data, student feedback, and documents reviews, the IM will give the teacher an overall student learning growth rating, an overall instructional practice rating, and an overall professional values rating. The instructional practice and professional values ratings are combined and used with the student learning growth rating to determine a final summative rating for the year using the matrix in the End-of-Year conference form.

- Stakeholder feedback is factored into the professional values rating indicator PV6 and instructional practice indicator R1. The overall rating for professional values includes progress on the student feedback or professional values goal set by the teacher.
- In cases where the IM requires standardized test data to complete the evaluation of a teacher's performance (e.g. State test scores, AP scores), then the end-of-year rating will be considered tentative pending the growth scores of the standardized tests. A final summative rating would be confirmed prior to September 15, 2016.

Rating: The IM reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The instructional practice and professional values ratings are combined to calculate a rating for Teacher Practice Indicators. The Teacher Practice rating is combined with the Student Outcomes rating using the matrix to generate a summative rating. After all data, including standardized test data, are available the IM may adjust the summative rating if the standardized test data would significantly change the Student Outcomes final rating. Such revisions should take as soon as the data are available and before September 15.

Combined Instructional/Professional Practice Rating

The practice rating is derived from the teacher's performance on the Instructional or Professional Practice Performance Continuum and the Professional Values Performance Continuum. The observation of teacher performance and practice counts for 40% of the total rating and the Professional Values count for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are translated to a rating using the rating table on page 14.

Component	Score (1-5)	Weight	Summary Score
Observation of Practice		40	
Professional Values (includes stakeholder feedback and/or professional values goals)		10	
Total Practice-Related Points			

Example: A teacher earns a rating of Strong (4) on the Observation of Practice and Developing (2) on Professional Values

Component	Score (1-5)	Weight	Summary Score
Observation of Practice	4	40	160
Professional Values (includes stakeholder feedback and/or professional values goals)	2	10	20
Total Practice-Related Points			180

Using the rating table the Overall Instructional Practice/Professional Practice rating would be *Strong*.

Rating Table

Points	Rating
50-80	Needs Improvement
81-124	Developing
125-174	Effective
175-224	Strong
225-250	Exemplary

Student Outcomes Rating

The outcomes rating is derived from student learning (weights of SLOs are assumed to be equal unless specifically stated during the goal setting) and reflection on student feedback.

Component	Score (1-5)	Weight	Summary Score
SLO 1		25	
SLO 2		25	
Total Student Outcome-Related Points			

Example: During goal-setting a teacher sets two SLOs with one being weighted at 20% and the other at 30%. The teacher earns a rating of Effective (3) for SLO 1 (20% weight) and Developing (2) for SLO 2 (30% weight).

Component	Score (1-5)	Weight	Summary Score
SLO 1	3	20	60
SLO 2	2	30	60
Total Student Outcome-Related Points			120

Using the table on page 13 the Overall Student Outcomes Rating would be *Developing*.

Using the Summative Rating Matrix on page 15 the teacher in the above example with a Student Outcomes Rating of *Developing* and Practice Rating of *Strong* would have a Summative Rating of *Effective*.

Summative Rating Matrix

		Student Outcomes				
		Needs Improvement (NI-1)	Developing (Dv-2)	Effective (Ef-3)	Strong (St-4)	Exemplary (Ex-5)
Instructional Practice and Professional Values	Needs Improvement (NI-1)	NI-1	NI-1	Dv-2	Ef-3*	Ef-3*
	Developing (Dv-2)	NI-1	Dv-2	Dv-2	Ef-3	St-4*
	Effective (Ef-3)	NI-1	Dv-2	Ef-3	St-4	Ex-5
	Strong (St-4)	Dv-2*	Ef-3	St-4	St-4	Ex-5
	Exemplary (Ex-5)	Ef-3*	Ef-3*	St-4	Ex-5	Ex-5

New Haven Public Schools currently uses a 5 level matrix rating system for all evaluation plans which was developed and agreed upon with our teachers and administrators. The 5 level rating system encourages and allows teachers and administrators to demonstrate growth between the effective or proficient level and the exemplary level. We have mapped our 5 level rating system to the State’s 4 level rating system as follows:

New Haven Rating	State of Connecticut Rating
Exemplary	Exemplary
Strong	Proficient
Effective	Proficient
Developing	Developing
Needs Improvement	Below Standard

Summative ratings must be provided for all teachers by **June 30**, of a given school year and reported to the CSDE per state guidelines. Should standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on the evidence that is available. When the summative rating for a teacher may be significantly impacted by standardized test data, the

IM should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than **September 15**.

Definition of Effectiveness and Ineffectiveness

A post-tenure teacher will be deemed ineffective if the said teacher receives at least two sequential *developing* ratings or one *needs improvement* rating at any time. Teachers receiving two *developing* ratings may be considered *not on track* to be effective and placed into the validation process.

Novice teachers are generally deemed effective if said teacher receives at least two sequential *effective* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *needs improvement* rating shall only be permitted in the first year of a teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of *developing* or better in year two and sequential *effective* or better ratings in years three and four.

Resolution of Disputes Regarding the Evaluation Process

- If a teacher has a dispute with an evaluation that cannot be resolved with her instructional manager she brings it to the NHFT leadership and the NHFT leadership notifies the district administrator of teacher evaluation and development and they review the case
- If a resolution cannot be reached in the case, the appeal for judgment will be determined by the Superintendent in collaboration with the President of the NHFT

Third Party Validation

- Validators are used as a norming mechanism to validate Instructional Manager judgments for teachers rated *needs improvement*, *developing* or *exemplary*
- By November 1, IMs will identify and report all teachers likely to fall into the 'Needs Improvement', 'Not on Track' or 'Exemplary' categories.
- Teachers on track to receive an 'Exemplary' rating will be notified and will be observed twice by an external 3rd party validator along with their IM as part of the validation process.
- Teachers in danger of receiving a 'Needs Improvement' or who are 'Not on Track' to an effective rating will be notified. In addition, they

- Will receive immediate and intense development opportunities, including a written Intensive Plan of Improvement and frequent support sessions. The goal of that development is to improve the practice of the teacher and the learning of the students in their class (es).
- Will have three additional observations conducted by their IM and an external 3rd party validator as part of the validation process.
- If the IM and 3rd party Validator disagree on the teacher's Classroom Practice rating, the appeal for judgment will be determined by the Superintendent in collaboration with the President of the NHFT.

Evaluator Training

- All Instructional Managers will participate in district provided training in observation, evaluation, and giving feedback to improve performance.
- Participants in NHPS evaluator training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:
 - Deepen understanding of the Instructional Practice Performance Continuum criteria;
 - Define effective teaching;
 - Collect, sort and analyze evidence across a continuum of performance;
 - Engage in professional conversations and coaching scenarios; and
 - Determine a final summative rating across multiple indicators.
- All Instructional Managers will be required to demonstrate proficiency in scoring a video observation using New Haven's Instructional Practice Performance continuum annually.
- Instructional Managers who do not meet the proficiency standards will receive individualized practice and coaching until they demonstrate proficiency

Evaluation-Informed Professional Learning

For New Haven's students to graduate college and career ready, educators must engage in continuous professional learning focused on improving student outcomes. Throughout the implementation of the NHPS educator evaluation and development model, all teachers in mutual agreement with their instructional managers will identify professional learning needs that support their goal and objectives. These identified needs will be recorded on the Goal-setting form in TalentEd as part of the goal-setting conference. These identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Development Plans

If a teacher's performance is rated at *developing* or *needs improvement*, it signals the need for focused support and development.

- **Structured Support:** A teacher would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage. Structured support does not need to be formalized in a development plan.
- **Development Plan:** A teacher can be placed on a formal development plan at any point during the school year if s/he has received structured support and/or earns an overall rating of *developing* or below. The development plan is intended to assist an educator who is having difficulty consistently demonstrating effectiveness.
- **Intensive Improvement Plan:** Educators identified as *needs improvement* or *not on track* to be effective prior to November 1 of the school year are placed on an **Intensive Improvement Plan developed in consultation with the teacher and New Haven Federation of Teachers.**

Development and Intensive Improvement Plans will :

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional learning, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes
- Clearly delineate goals linked to specific indicators and domains within the appropriate practice rubric which specify exactly what the teacher must demonstrate at the conclusion of the Development or Improvement Plan in order to be considered “Effective”.
- Indicate a timeline for implementing the resources, support and other strategies, in the course of the school year. Determine dates for interim and final reviews in accordance with the stages of support.
- Include indicators of success, including a rating of Effective or better at the conclusion of the Development or Improvement plan

Career Development and Growth

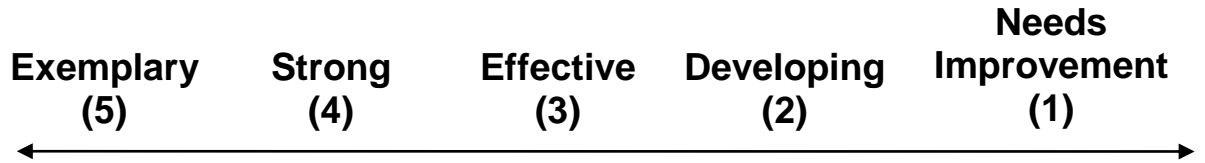
Teachers who demonstrate strong and exemplary performance are eligible for teacher leadership positions identified by the Career Trajectory Committee of the Talent Council. These include but are not limited to positions as super tutors, curriculum facilitators and teacher facilitators.

Administrator Evaluation and Support Plan

The administrator evaluation and development system will use multiple sources of information to assign each administrator’s evaluation ratings and determine targeted development opportunities.

<u>Component</u>	<u>Measured By</u>	<u>Materials</u>
Student learning and school performance outcomes	Growth in student learning (i.e., growth on state, district, or other assessments) and attainment of academic goals that are rigorous and aligned to standards	Conference Goal Setting Materials
Leadership Competencies	Manager judgments of observed administrator performance in the domains of Vision Leadership, Culture Leadership, Instructional Leadership, People Leadership, and Organizational Management	Leadership Competencies Rubric
Administrator professional values	Manager judgments of observed administrator behavior that address a set of characteristics including professionalism, collegiality and high expectations for students and staff.	Professional Values Performance Continuum

At the end of each year, all administrators will be assigned a rating that indicates their level of performance for each component on the following scale:



Key Elements

- **Evaluation and Development Conferences**

The centerpiece of the evaluation and development system are regular, substantive and collegial one-on-one discussions between an administrator and that administrator's Manager. The goal of these evaluation and development conferences is to provide comprehensive and constructive feedback to each administrator, including all the elements of administrator evaluation, and to set a defined plan of development opportunities for the administrator. The conferences will be the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between administrator and Manager.

- **Managers**

Each administrator should have a single Manager who is accountable for his or her evaluation and development. Directors of Instruction serve as managers for the principals of the schools that they support. Principals are managers for the assistant principals in their buildings. Central office administrators are managed by a Director, Deputy Superintendent or the Superintendent.

- **Components of Evaluation and Development for Administrators**

In order to ensure the most accurate and complete understanding of each administrator's performance, multiple components of professional work are included. These components include: student learning and school performance outcomes; leadership competencies; and professional values.

Timeline

All administrators will have at least three conferences per year: a goal-setting conference, a mid-year conference, and an end-of-year conference.

Administrators will be observed regularly in the normal course of professional interactions in the school.

Goal Setting & Planning

Orientation and Context-Setting – to begin the process the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating¹.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent and directors of instruction have communicated the learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has oriented the administrator to the evaluation process by providing the administrator with the Administrator Evaluation and Support plan.

Goal-Setting and Plan Development

Before the school year starts, building administrators identify 2 **Student Learning Objectives (SLOs)** and one **stakeholder feedback** target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine areas of focus for their practice.

Administrators should start with the outcomes they want to achieve. Administrators establish 2 SLOs on measures they select (see page 28 for details) and one target related to stakeholder feedback (see page 27 for details).

Administrators then 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 NHPS Leadership Competencies. While administrators are rated on all Leadership Competencies, **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.**

Next the administrator and evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions. The evaluator and administrator also discuss the appropriate resources and professional learning to support the administrator in accomplishing his/her goals. Together, the goals, the practice areas, and the resources and supports comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

¹ Smarter Balanced Assessments will be administered for the first time in the **2014-15** academic year. Due to the transition to new state assessments, there will not be an SPI available for **2014-15**.

Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this includes at least two and preferably more school site visits. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Evaluators should provide timely feedback after each visit. State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator
- 4 observations for any administrator new to the district, school, the profession or who has received ratings of *developing* or *needs improvement*

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

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

Mid-Year Formative Review

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

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

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. This is also an opportunity to modify goals.

Self-Assessment

In the spring, the administrator assesses his/her practice on all Leadership Competencies. The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting the evaluator assigns a rating based on all available evidence. The evaluator completes the summative evaluation report in TalentEd and shares it with the administrator so that the administrator can enter any additional comments and sign the evaluation electronically.

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

New Haven Public Schools currently uses a 5 level matrix rating system for all evaluation plans which was developed and agreed upon with our teachers and administrators. The 5 level rating system encourages and allows teachers and administrators to demonstrate growth between the effective or proficient level and the exemplary level. We have mapped our 5 level rating system to the State's 4 level rating system as follows:

New Haven Rating	State of Connecticut Rating
Exemplary	Exemplary
Strong	Proficient
Effective	Proficient
Developing	Developing
Needs Improvement	Below Standard

Observation of Leadership Practice

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.

Stakeholder Feedback Rating

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

Exceptions to this include:

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

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

- Select appropriate survey or other appropriate feedback measures aligned to the Connecticut School Leadership Standards (may include 360° feedback)
- Review baseline data on selected measures
- Set one target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
- Later in the school year, administer surveys to relevant stakeholders inclusive of teachers or collect feedback data by an alternate means
- Aggregate data and determine whether the administrator achieved the established target
- Assign a rating, using this scale:

Exemplary	Strong	Effective	Developing	Needs Improvement
Substantially exceeded target	Exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Student Learning

For 2015-16 student learning is assessed by performance and growth on locally-determined measures (student learning objectives). Administrators establish two Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

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

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

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

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators. During the goal-setting conference the administrator shares the SLOs with his/her evaluator, informing a conversation designed to ensure that:

- The SLOs are adequately ambitious
- There is adequate data that can be collected to make a fair judgment about whether the administrator met the objectives

- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective
- The professional resources are appropriate to supporting the administrator in meeting the performance targets

The administrator and evaluator collect interim data on the 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.

Administrators receive a rating for this portion as follows:

Exemplary	Strong	Effective	Developing	Needs Improvement
Met all SLOs and substantially exceeded on all targets	Met all SLOs and substantially exceeded at least 1 target	Met all SLOs	Met 1 SLO and made substantial progress on the other	Met 0 SLOs OR Met 1 SLO and did not make substantial progress on any other

Teacher Effectiveness Outcomes

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

Exemplary	Strong	Effective	Developing	Needs Improvement
> 80% of teachers are rated <i>Effective, Strong, or Exemplary</i> on the student learning objectives portion of their evaluation	> 70% of teachers are rated <i>Effective, Strong, or Exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated <i>Effective, Strong, or Exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated <i>Effective, Strong, or Exemplary</i> on the student learning objectives portion of their evaluation	<40% of teachers are rated <i>Effective, Strong, or Exemplary</i> on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role
- All other administrators will be responsible for the teachers they directly evaluate
- If a school-based administrator does not evaluate teachers then s/he will assume the principal’s teacher effectiveness outcome

Determining Summative Ratings

The summative rating will be determined using the following steps:

- Determining a Leader Practice Rating;
- Determining a Student Outcomes Rating; and
- Combining the two into an overall rating using the Summative Matrix

Leadership Practice Rating

The practice rating is derived from the administrator’s performance on the Leadership Competencies and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-5)	Weight	Summary Score
Observation of Leadership Practice		40	
Stakeholder Feedback & Professional Values		10	
Total Leader Practice-Related Points			

Example: A leader earns a rating of Strong (4) on the Observation of Leadership Practice and Developing (2) for Stakeholder Feedback

Component	Score (1-5)	Weight	Summary Score
Observation of Leadership Practice	4	40	160
Stakeholder Feedback & Professional Values	2	10	20
Total Leader Practice-Related Points			180

Using the table below the Overall Leadership Practice rating would be *Strong*

Leader Practice-Related Points	Leader Practice-Related Rating
50 – 80	Needs Improvement
81-124	Developing
125-174	Effective
175-224	Strong
225-250	Exemplary

Student Outcomes Rating

The outcomes rating is derived from student learning and teacher effectiveness outcomes.

Component	Score (1-5)	Weight	Summary Score
Student Learning (SLOs)		45	
Teacher Effectiveness Outcomes		5	
Total Student Outcome-Related Points			

Example: An administrator earns a rating of Effective (3) for SLOs and Developing (2) for Teacher Effectiveness Outcomes.

Component	Score (1-5)	Weight	Summary Score
Student Learning (SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
Total Student Outcome-Related Points			145

Using the table above the Overall Student Outcomes Rating would be *Effective*

Summative Rating

The summative rating is determined by using the Summative Matrix to combine the practice and outcomes ratings. In the example the administrators Practice rating of *Strong* and Outcomes rating of *Effective* combine for a summative rating of *Strong*.

		Student Outcomes				
		Needs Improvement (NI-1)	Developing (Dv-2)	Effective (Ef-3)	Strong (St-4)	Exemplary (Ex-5)
Leadership Practice	Needs Improvement (NI-1)	NI-1	NI-1	Dv-2	Ef-3*	Ef-3*
	Developing (Dv-2)	NI-1	Dv-2	Dv-2	Ef-3	St-4*
	Effective (Ef-3)	NI-1	Dv-2	Ef-3	St-4	Ex-5
	Strong (St-4)	Dv-2*	Ef-3	St-4	St-4	Ex-5
	Exemplary (Ex-5)	Ef-3*	Ef-3*	St-4	Ex-5	Ex-5

Definition of Effectiveness and Ineffectiveness

An experienced administrator will be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *needs improvement* rating at any time.

Novice administrators will be deemed effective if said administrator receives at least two sequential *effective* ratings. A *needs improvement* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of *developing* in year two and two sequential *effective* or better ratings in years three and four.

Dispute Resolution Process

If an administrator and his/her evaluator cannot reach agreement on goals/objectives, the issue in dispute will be referred to the superintendent and SAA designated representative for resolution.

Evaluator Training

- All evaluators will participate in district provided training in observation, evaluation, and giving feedback to improve performance.
- Participants in NHPS evaluator training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:
 - Deepen understanding of the Leadership Competencies criteria;
 - Define effective leadership practices;
 - Collect, sort and analyze evidence across a continuum of performance;
 - Engage in professional conversations and coaching scenarios; and
 - Determine a final summative rating across multiple indicators.
- Evaluators who do not meet the proficiency standards will receive individualized practice and coaching until they demonstrate proficiency

Evaluation-Informed Professional Learning

For New Haven's students to graduate college and career ready, educators must engage in continuous professional learning focused on improving student outcomes. Throughout the implementation of the NHPS educator evaluation and development model, all administrators in mutual agreement with their evaluators will identify professional learning needs that support their goal and objectives. These identified needs will be recorded in TalentEd as part of the goal-setting conference. These identified needs will serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can be targeted with district-wide professional learning opportunities.

Improvement and Development Plans

If an administrator's performance is rated at *developing* or *needs improvement*, it signals the need for focused support and development.

- **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage. Structured support does not need to be formalized in a development plan.
- **Intensive Improvement Plan:** An administrator can be placed on a formal improvement plan at any point during the school year if s/he has received structured support and/or earns an overall rating of *developing* or below. The improvement plan is intended to assist an educator who is having difficulty consistently demonstrating effectiveness.

Rubrics

Professional Values Performance Continuum

PV 1: Collaboration and Collegiality (CCT 4b)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher pursues opportunities to lead or facilitates colleagues in development and implementation of school and district improvement initiatives, including professional learning and school-wide or other programming. Teacher leads efforts within and/or outside the school to strengthen academics and school culture. 	<ul style="list-style-type: none"> Teacher proactively participates with colleagues and administrators to develop and implement school and district improvement initiatives. Teacher proactively participates in efforts to engage students, families, and colleagues in development of strong academic program and school culture. 	<ul style="list-style-type: none"> Teacher contributes minimally to school teams and committees. Collaboration and communication with colleagues, students, and families is insufficient or demonstrates negativity.
PV 2: Self-improvement (CCT 4a)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher actively self-evaluates and identifies own professional learning needs to improve practice, applies findings to classroom, and assesses impact on student learning. Teacher actively prepares and self-assesses in preparation for conferences and drives performance and development conversation 	<ul style="list-style-type: none"> Teacher reflects on own practice and seeks out best practices from colleagues, administrators, professional development, workshops, reading and other sources Teacher actively prepares and self-assesses in preparation for conferences and actively participates in performance and development conversation 	<ul style="list-style-type: none"> Teacher rarely seeks out new ideas or approaches to improving student learning Teacher conducts only limited preparation or self-assessment in preparation for conferences and participates only passively in performance and development conversation
PV 3: Reliability		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher always arrives to school on time and well-prepared Teacher carries out assignments and responsibilities conscientiously and punctually and keeps organized and complete records 	<ul style="list-style-type: none"> Teacher arrives to school on time and well prepared in all cases with only rare exceptions Teacher reliably carries out paperwork, duties and assignments, keeps accurate records Teacher can be depended upon to attend to all assigned responsibilities in a timely and effective manner. 	<ul style="list-style-type: none"> Teacher arrives to school late and/or unprepared. Teacher frequently misses assignments or other responsibilities, makes errors in records or misses paperwork deadlines

PV 4: High expectations (CCT 1a)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and frequently pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher rarely acts on the belief that all students can learn to the fullest extent of their abilities and rarely pushes students to achieve to that level.
PV 5: Respect (CCT 1a & 4c)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students and teachers interact positively in ways that promote learning, and are encouraged as a result of their interactions Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity and consistently reinforces the expectation Teacher maintains positive substantive relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students and teachers interact in ways that do not detract from the learning going on in the classroom Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity Teacher maintains cordial relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students' learning process, self-esteem, and/or motivation is undermined by teacher actions and/ or students are rarely shown respect by the teacher Teacher rarely sets expectations for students and colleagues, leading students to put down the abilities or opinions of their classmates or colleagues to be dismissive of collaborative efforts Teacher's relationships with colleagues, the administration, and/or parents are negative and/or self-serving

PV6: Responsiveness and outreach (CCT 4c)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher nearly always reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate. In return, parents or guardians initiate contact with the teacher with questions, concerns or other issues about their child's performance as they arise • Teacher informs parents or guardians when data indicates a change in performance to enlist their help in supporting their students • Teacher elicits feedback from students, parents, and/or peers in addition to school climate survey results and uses that feedback to inform practice 	<ul style="list-style-type: none"> • Teacher frequently reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate, although they are not always successful • Teacher informs parents or guardians when data indicates a drop in performance to enlist their help in supporting students • Teacher analyzes and reflects on school climate survey results and contributes to school-wide initiatives to improve school culture through classroom culture 	<ul style="list-style-type: none"> • Teacher rarely reaches out to parents and/or other appropriate adults • Teacher rarely informs parents and/or other appropriate adults when data indicates a drop in performance to enlist their help in supporting their students • Teacher rarely analyzes and reflects on school climate survey results and/or does not contribute to school-wide initiatives to improve school culture through classroom culture
PV 7: Professionalism and judgment (CCT 4b)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and respects confidentiality • Teacher nearly always addresses concerns directly and appropriately with administrators seeking help and suggestions as needed • Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> • Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and maintains confidentiality with student records • Teacher frequently keeps administrators informed about concerns and asks for assistance • Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> • Teacher acts in an unethical manner, exhibits poor judgment or discloses student information in violation of confidentiality • Teacher rarely requests assistance, fails to share concerns or complains routinely • Teacher's conduct is not always in line with the CT Code of Professional Responsibility for an Educator

INSTRUCTIONAL PRACTICE FRAMEWORK – COMPONENTS OF INSTRUCTION

Area	#	Planning and Preparation...	Classroom Practice...	Reflection and Use of Data...
Purposeful	1	Assesses students' prior knowledge and skills	Communicates objectives and lesson content clearly and accurately	Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning
	2	Establishes clearly defined student learning goals and objectives for all students	Employs activities aligned with student knowledge and skills, differentiating as appropriate	
	3	Designs and sequences lessons and activities aligned with student goals and objectives	Offers students multiple methods to approach material and to demonstrate learning	
	4	Prepares assessments which align with student learning goals and objectives	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	
Supportive	5	Incorporates and addresses the social, emotional and academic needs of individual students	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement
	6		Engages and includes all students in classroom activities	
	7		Provides opportunities for meaningful student choice	
Meaningful	8	Develops lessons and units that engage students and are challenging, relevant and promote inquiry	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning
	9		Engages students in substantive conversations with purposeful questions to promote inquiry and learning	
	10		Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

Note: Throughout this document, “consistently” indicates frequency of at least 90% of the time, “often” indicates at least 75% of the time, “typically” indicates at least 60% of the time, and “generally” indicates at least 50% of the time. (Note: for very small classes, these percentages may need to be reinterpreted)

DOMAIN I: PLANNING AND PREPARATION (CCT Domain 2)		
<i>P1: Assesses students' prior knowledge and skills (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. Teacher systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills. Teacher plans for students to identify their own learning needs based on their own individual data 	<ul style="list-style-type: none"> Teacher often identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. Uses multiple sources of assessment data to guide planning, as appropriate. Teacher 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 	<ul style="list-style-type: none"> Teacher rarely identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. Teacher displays little understanding of students' varied approaches to learning, knowledge and skills. Teacher uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs
<i>P2: Establishes clearly defined student learning goals and objectives for all students (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Class and subgroup goals for lessons, units, and annual learning are consistently clear, aligned with standards, and target substantial growth for all students. All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment Outcomes are differentiated, in whatever way is needed, for individual students Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance 	<ul style="list-style-type: none"> Individual, class and subgroup goals for lesson, unit, and annual learning are often differentiated, rigorous, clear, aligned with Common Core State Standards and/or other appropriate CT content standards, and target appropriate growth. Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment 	<ul style="list-style-type: none"> Teacher does not generally set class and subgroup goals that are aligned with standards AND/OR goals do not reflect appropriate growth for students Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate CT content standards The outcomes represent low expectations for students and lack of rigor The objectives are stated as student activities, rather than as outcomes for student learning

<i>P3: Designs and sequences lessons and activities aligned with student goals and objectives (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Activities and tasks in lesson, unit, and long-term plans are clearly and consistently sequenced to facilitate student progress toward learning goals and objectives. • The learning activities follow a coherent sequence, are aligned to instructional goals, and are designed to engage students in high-level cognitive activities. • The learning activities are appropriately differentiated for individual learners. • Instructional groups are varied appropriately, with some opportunity for student choice. 	<ul style="list-style-type: none"> • Activities and tasks in lesson, unit, and long-term plans are often sequenced to facilitate student progress toward learning goals and objectives and aligned with CCSS. • Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. Instructional groups are suitable to the activities and offer some variety 	<ul style="list-style-type: none"> • Activities and tasks in lesson, unit, and long-term plans are rarely sequenced to facilitate student progress toward learning goals and objectives. • Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations • Instructional groups are not suitable to the activities and offer no variety
<i>P4: Prepares assessments which align with student learning goals and objectives (CCT 2c)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Assessments consistently and clearly challenge students to demonstrate mastery of learning objectives. • All instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work • Plans to include students in developing criteria for monitoring their own success • Plans strategies to engage students in assessment criteria to self-monitor and reflect upon their own progress 	<ul style="list-style-type: none"> • Selects or designs assessments aligned with instructional goals which often challenge students to demonstrate mastery of learning objectives. • Multiple types of assessments are used to develop a clear and detailed understanding of students' level of knowledge. • Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria • Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson 	<ul style="list-style-type: none"> • Assessments rarely challenge students to demonstrate mastery of learning objectives. • Does not plan criteria for student success and/or does not plan for students to self-assess • Plans assessment strategies that are limited or not aligned to intended instructional outcomes

<i>P5: Incorporates and addresses the social, emotional and academic needs of individual students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher planning consistently addresses social and emotional needs of all students, and reflects strategies to address those needs. • Teacher systematically acquires knowledge about individual students' special needs, interests and cultural heritage and incorporates this information when planning instruction 	<ul style="list-style-type: none"> • Teacher planning often addresses social and emotional needs of all students, and generally reflects strategies to address those needs. • Teacher purposely acquires knowledge about groups of students' special needs, interests, and cultural heritage and incorporates this information when planning instruction 	<ul style="list-style-type: none"> • Teacher planning rarely addresses social and emotional needs of all students, and rarely reflects strategies to address those needs. • The teacher displays minimal understanding of how students learn – and little knowledge of their special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.
<i>P6: Develops lessons and units that engage students and are challenging, relevant and promote inquiry (CCT 2b)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Lesson and unit strategies are consistently designed to challenge students to develop higher order thinking and to take intellectual risks in asking and responding to questions (including student to student questions), providing examples and demonstrating, and/or making connections outside the immediate context of current course work. • Lessons and units consistently challenge students to develop and respond to questions, provide examples, and make connections outside the immediate course work. (Include reference to student to student questions and teacher to student interactions) • Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical thinking, discourse or inquiry-based learning and application to other situations • Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation • Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning • Planning consistently includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge • Designs opportunities to allow students to independently select literacy strategies that support their learning for the task 	<ul style="list-style-type: none"> • Lesson and unit strategies are often designed to challenge students to develop higher order thinking and to take intellectual risks in asking and responding to questions (including student to student questions), providing examples and demonstrating, and/or making connections outside the immediate context of current course work. • Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations • Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning • Planning includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge. • Plans instruction that integrates literacy strategies and academic vocabulary 	<ul style="list-style-type: none"> • Lessons and units rarely challenge students to ask and respond to questions (including student to student questions), provide examples and demonstrate, and/or make connections outside the immediate course work. • Plans instructional tasks that limit opportunities for students' cognitive development • Selects or designs resources and/or groupings that do not cognitively engage students or support new learning • Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary

DOMAIN II: CLASSROOM PRACTICE (CCT Domains 1 and 3)

C1: Communicates objectives and lesson content clearly and accurately (CCT 3a)

Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Students are encouraged to explain how the learning is situated within the broader learning context/curriculum • Provides opportunities for students to independently select literacy strategies that support their learning. 	<ul style="list-style-type: none"> • Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students see how the learning is aligned with Common Core State Standards and/or other appropriate CT content standards, so that students are generally able to articulate what learning the class has accomplished for the day, demonstrating mastery of objectives and/or recognizing when additional learning or practice is required for mastery. • During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. • Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary • Invites students to explain the content and their thinking to classmates • Teacher makes no content errors 	<ul style="list-style-type: none"> • Does not clearly communicate learning expectations to students • Teacher rarely presents lesson material accurately and clearly, so that most students are unable to master or articulate the objectives. • The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. • Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary • Makes multiple content errors

C2: Employs activities aligned with student knowledge and skills, differentiating as appropriate (CCT 3b)

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students consistently participate in scaffolded activities that capitalize on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new material. • Nearly all students are engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. • Teacher includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information 	<ul style="list-style-type: none"> • Students often participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material. • Teacher employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through 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 	<ul style="list-style-type: none"> • Students rarely participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material. • The learning tasks/activities are poorly aligned with the instructional outcomes, or require only rote responses.

C3: Offers students multiple methods to approach material and to demonstrate learning		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students interact with a variety of materials and approaches to lessons and content, so that they engage with the lesson content and demonstrate knowledge in a variety of ways/modalities throughout the lesson and/or unit 	<ul style="list-style-type: none"> • Teacher offers more than one approach to lesson materials and content and employs flexible grouping, so that students can engage with lesson content and demonstrate knowledge in multiple ways/modalities 	<ul style="list-style-type: none"> • Teacher offers limited or unproductive approaches to lesson materials and content.
C4: Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary (CCT 3c)		
Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Students consistently produce work or reflections, which convey their understanding of learning, providing teacher with information to adjust instruction as necessary. • Teacher integrates student input in generating specific criteria for assignments • Teacher encourages peer feedback that is specific and focuses on advancing student learning • Teacher asks students to identify ways to adjust instruction that will be effective for them as individuals and result in quality work 	<ul style="list-style-type: none"> • Students' work or reflections often convey their understanding of learning, providing teacher with information to adjust instruction as necessary. • Teacher monitoring focuses on student achievement of lesson objectives • Teacher communicates specific criteria for success and provides multiple opportunities for students to apply criteria to self-assess work and assume responsibility for own learning. • Teacher provides individualized and descriptive feedback that is accurate, actionable and helps students advance their learning • Teacher adjusts content, strategies or assessments during and between lessons is targeted to group and individual needs. 	<ul style="list-style-type: none"> • Students rarely produce work or reflections that convey their understanding of learning, and/or teacher rarely adjust instruction to reflect student understanding. • Teacher monitoring focuses on task completion rather than student achievement of lesson purpose/objectives • Teacher does not communicate criteria for success and/or opportunities for students to self-assess are rare • Teacher provides limited feedback or feedback frequently does not help students improve learning, lacks specificity or is inaccurate • Teacher Adjustments are frequently not based on effective monitoring of students achievement of learning objectives

C5: Develops and maintains standards of conduct that are clear to all students and respond to student needs (CCT 1b)		
Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions • Student behavior is completely appropriate OR • Teacher seamlessly responds to misbehavior without any loss of instructional time • Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct OR • Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions 	<ul style="list-style-type: none"> • Routines and transitions are established and managed effectively. • Teacher generally creates an environment that fosters and supports respectful interaction between and amongst the members of the classroom • Teacher establishes high standards of behavior, which are consistently reinforced • Intervention is provided when necessary to reinforce the standard of conduct • Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective • Explicitly teaching and modeling social skills, building student capacity to self-regulate and to take responsibility for their actions, positively reinforce growth in social competence. • Cultural and developmental differences are respected • Inclusion is supported with differentiated materials and assessments as indicated by relevant IEPs, if any 	<ul style="list-style-type: none"> • Teacher does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time • Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations resulting in interference with student learning • There is little or no teacher monitoring of student behavior, and response to students' misbehavior is inconsistent, disproportionate, repressive or disrespectful of student dignity • Teacher provides little or no instruction and/or opportunities for students to develop social skills and responsible behavior

<i>C6: Engages and includes all students in classroom activities (CCT 1a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students are consistently engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates' understanding, and/or pursue independent class work • And/or -teacher uses a variety of techniques and strategies to challenge and reengage all or nearly all students as necessary. 	<ul style="list-style-type: none"> • Students are often engaged in ways that that most students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates' understanding, and/or pursue independent class work. • And/or-teacher uses techniques and strategies to challenge and reengage most students as necessary. • Teacher involves students in developing their own questions and problem-solving strategies • Use of resources, technology and groupings supports student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways 	<ul style="list-style-type: none"> • Students are rarely engaged in ways that promote student learning. • Teacher ignores opportunities to challenge and reengage students as necessary.
<i>C7: Provides opportunities for meaningful student choice</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Lessons and units often include opportunities for students to make choices regarding classroom materials, topics of exploration, methods of demonstrating understanding, or learning activities. • Teacher promotes student ownership, self-direction and choice of resources and/or flexible groups to develop their learning 	<ul style="list-style-type: none"> • Lessons and units generally include opportunities for students to make choices about some aspect of the lesson topics of exploration, methods of demonstrating understanding, and/or activities 	<ul style="list-style-type: none"> • Lessons and units rarely include opportunities for students to make meaningful choices.

<i>C8: Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills (CCT)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. • Teacher challenges students to explain their thinking. 	<ul style="list-style-type: none"> • Students generally engage with significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems, using a balance of support and challenge to help students advance their learning. • Learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. 	<ul style="list-style-type: none"> • Students rarely engage with significant concepts or do not use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. • Learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant
<i>C9: Engages students in substantive conversations with purposeful questions to promote inquiry and learning (CCT 1a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students often participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments, and/or initiating their own questions and inquiry. • Teacher encourages students to question or challenge ideas presented by the teacher or other students • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition • Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions 	<ul style="list-style-type: none"> • Students generally participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments with facilitation from the teacher, encouraging intellectual risk and shared responsibility for learning. • While the teacher may use some low-level questions, s/he poses questions designed to promote student thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<ul style="list-style-type: none"> • Students rarely have opportunities to engage in sustained conversations with each other • Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. • Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. • Teacher creates a learning environment in which students are reluctant to take intellectual risks or interact with teacher and other students.

<i>C10: Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom (CCT 3b)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students often apply new learning and make connections to other activities that relate their learning to prior knowledge, different content areas, career, and/or the world outside of the classroom 	<ul style="list-style-type: none"> • Students generally apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom. • Teacher uses resources that cognitively engage students in applying new learning to make interdisciplinary, real world, career or global connections 	<ul style="list-style-type: none"> • Students rarely apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.
DOMAIN III: REFLECTION		
<i>R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning (CCT 2a & c)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher consistently and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Teacher uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. • Teacher has a consistent system for collecting and responding to student feedback. 	<ul style="list-style-type: none"> • Teacher often and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Teacher often uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. • Teacher makes connections between the assessment results in alignment with content standards, including CCSS where appropriate, and the achievement of broader curricular standards to inform planning and instruction. • Teacher generally seeks student feedback 	<ul style="list-style-type: none"> • Teacher rarely analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Teacher rarely uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. • Teacher has no consistent system for collecting student feedback.
<i>R2: Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher consistently analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> • Teacher often analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> • Teacher rarely analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result.
<i>R3: Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning (CCT 3c)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher consistently assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> • Teacher generally assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> • Teacher focuses largely on coverage of content or material, and only rarely assesses the evidence of relevance, engagement, and connections demonstrated by students

School Psychologist Practice Performance Continuum

Note: Throughout this document, “consistently” indicates frequency of at least 90% of the time, “often” indicates at least 75% of the time, “typically” indicates at least 60% of the time, and “generally” indicates at least 50% of the time. (Note: for very small classes, these percentages may need to be reinterpreted)

DOMAIN I: PLANNING AND PREPARATION		
<i>P1: Designs appropriate initials and re-evaluations to effectively assess students strengths and weaknesses</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses. 	School Psychologist often administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.	School Psychologist rarely administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.
<i>P2: Establishes clearly defined student goals and objectives for all students in collaboration with the planning and placement team</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Student goals are consistently clear, aligned with standards and evaluation results, and target substantial growth for all students. 	Student goals are often clear, aligned with standards and evaluation results, and target substantial growth for all students.	Student goals are rarely clear, aligned with standards and evaluation results, and target substantial growth for all students.
<i>P3: Designs interventions aligned with the social, emotional and academic needs of students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Progress monitoring, research-based interventions and strategies are consistently clear and sequenced to facilitate student progress 	Progress monitoring, research-based interventions and strategies are often clear and sequenced to facilitate student progress	Progress monitoring, research-based interventions and strategies are clear and sequenced to facilitate student progress
<i>P4: Incorporates and addresses the social, emotional and academic needs of individual students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School psychologist consistently demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students. 	School psychologist often demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students.	School psychologist rarely demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students
<i>P5: Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School psychologist consistently demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels. 	School psychologist often demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.	School psychologist rarely demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.

DOMAIN II: PROFESSIONAL PRACTICE		
<i>C1: Communicates effectively with students, school personnel, parents/guardians, and outside agencies</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School psychologist consistently communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner. 	<ul style="list-style-type: none"> School psychologist often communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner. 	<ul style="list-style-type: none"> School psychologist rarely communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner.
<i>C2: Engages in quality professional development specific to school psychology practice</i>		
Exemplary	Exemplary	Exemplary
<ul style="list-style-type: none"> School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities 	<ul style="list-style-type: none"> School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities 	<ul style="list-style-type: none"> School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities
<i>C3: Facilitates effective crisis preparation, response, and recovery</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery. 	<ul style="list-style-type: none"> School Psychologist often demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery. 	<ul style="list-style-type: none"> School Psychologist rarely demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery.
<i>C4: Collaborate/Communicates with school personnel, families, and others to facilitate the educational and psychosocial progress of children</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently communicates with colleagues to plan and share information regarding student progress and growth. 	<ul style="list-style-type: none"> School Psychologist often communicates with colleagues to plan and share information regarding student progress and growth. 	<ul style="list-style-type: none"> School Psychologist rarely communicates with colleagues to plan and share information regarding student progress and growth.
<i>C5: Promotes understanding of human growth and development as it relates to learning, emphasizing the psycho-social development of children</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> Students generally engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> Students rarely engage significant concepts or do not use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.

<i>C6: Conducts self in a professional manner daily.</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines. 	<ul style="list-style-type: none"> School Psychologist often adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines. 	<ul style="list-style-type: none"> School Psychologist rarely adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines.
<i>C7: Responds to requests for assistance in a timely manner.</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently responds to requests for observations, interventions, consultations, check-ins with students, and other information from school personnel, students, and staff in a timely manner in order to promote student growth. 	<ul style="list-style-type: none"> School Psychologist often responds to requests for observations, interventions, consultations, check-ins with students and other information from school personnel, students, and staff in a timely manner in order to promote student growth. 	<ul style="list-style-type: none"> School Psychologist rarely responds to requests for observations, interventions, consultations, check-ins with students and other information from school personnel, students, and staff in a timely manner in order to promote student growth. .
DOMAIN III: REFLECTION		
<i>R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress. 	<ul style="list-style-type: none"> School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress. 	<ul style="list-style-type: none"> School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress.
<i>R2: Evaluates the effectiveness of intervention strategies in encouraging student growth</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately. 	<ul style="list-style-type: none"> School Psychologist often collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately. 	<ul style="list-style-type: none"> School Psychologist rarely collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately.
<i>R3: Makes perceptive and accurate reflections on practice, then draws an extensive repertoire to suggest alternative strategies</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently reflects upon professional practices, and identifies alternative strategies for future use. 	<ul style="list-style-type: none"> School Psychologist often reflects upon professional practices, and identifies alternative strategies for future use. 	<ul style="list-style-type: none"> School Psychologist rarely reflects upon professional practices, and identifies alternative strategies for future use.

DOMAIN IV: Instructional Services

S1: Employs activities and provides services aligned with student knowledge, skills and needs, differentiating as appropriate

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently demonstrates knowledge of counseling and personality theory and implements developmentally appropriate interventions that impact student behavior and social-emotional growth 	<ul style="list-style-type: none"> School Psychologist often demonstrates knowledge of counseling and personality theory and implements developmentally appropriate interventions that impact student behavior and social-emotional growth 	<ul style="list-style-type: none"> School Psychologist rarely demonstrates knowledge of counseling and personality theory and implements developmentally appropriate interventions that impact student behavior and social-emotional growth

S2: Provides services and practices in full accordance with established principles of professional ethics

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Psychologist consistently demonstrates and applies knowledge of professional ethics, including but not limited to: obtaining informed consent, respecting confidentiality, and consulting with colleagues when expanding into areas of infrequent practice. 	<p>School Psychologist often demonstrates and applies knowledge of professional ethics, including but not limited to: obtaining informed consent, respecting confidentiality, and consulting with colleagues when expanding into areas of infrequent practice.</p>	<p>School Psychologist rarely demonstrates and applies knowledge of professional ethics, including but not limited to: obtaining informed consent, respecting confidentiality, and consulting with colleagues when expanding into areas of infrequent practice.</p>

S3: Psycho-educational reports analyze and integrate assessment data and include evidence-based recommendations to promote student growth

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Psychological reports are consistently concise, well written and include research-based interventions and recommendations which impact student learning. 	<ul style="list-style-type: none"> Psychological reports are often concise, well written and include research-based interventions and recommendations which impact student learning. 	<ul style="list-style-type: none"> Psychological reports are rarely concise, well written and include research-based interventions and recommendations which impact student learning.

School Social Worker Practice Performance Continuum

Note: Throughout this document, “consistently” indicates frequency of at least 90% of the time, “often” indicates at least 75% of the time, and “generally” indicates less than 75% of the time.

Domain 1: PLANNING AND PREPARATION		
<i>P1: Applies pertinent information and data to assess present levels of performance for all students</i>		
Exemplary	Effective	Needs Improvement
Consistently identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)	Often identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)	Generally identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)
<i>P2: Establishes clearly defined goals and objectives for all students</i>		
Exemplary	Effective	Needs Improvement
Student goals and objectives are consistently aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)	Student goals and objectives are often aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)	Student goals and objectives are generally aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)
<i>P3: Establishes goals and objectives that reflect an understanding of human development and social functioning</i>		
Exemplary	Effective	Needs Improvement
A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is consistently reflected in student goals and objectives	A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is often reflected in student goals and objectives	A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is generally reflected in student goals and objectives
<i>P4: Designs interventions aligned with student needs, strengths, and learning styles</i>		
Exemplary	Effective	Needs Improvement
Interventions and strategies consistently relate to students’ identified needs and promote individual strengths and learning preferences	Interventions and strategies often relate to students’ identified needs and promote individual strengths and learning preferences	Interventions and strategies generally relate to students’ identified needs and promote individual strengths and learning preferences
<i>P5: Monitors effectiveness of interventions based on student progress and adjusts as needed</i>		
Exemplary	Effective	Needs Improvement
Consistently utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success	Often utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success	Generally utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success

Domain 2: PROFESSIONAL PRACTICE AND SERVICE DELIVERY		
S1: COUNSELING - Provides effective counseling services to promote student success		
Exemplary	Effective	Needs Improvement
Uses an extensive range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a portfolio of potential student interventions.	Uses a satisfactory range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a portfolio of potential student interventions.	Uses a narrow range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a lack of a portfolio of potential student interventions.
S2: CASE MANAGEMENT		
Exemplary	Effective	Needs Improvement
Social Worker consistently reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.	Social Worker occasionally reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.	Social Worker inconsistently reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.
S3: STUDENT ENGAGEMENT		
Exemplary	Effective	Needs Improvement
Consistently communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions. (I am not sure how this would be measured!)	Social Worker satisfactorily communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions.	Consistently communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions.
Social Worker makes exemplary efforts to work with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 90%.	Social Worker consistently works with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 75%	Social Worker is inconsistent with face to face work with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 75% or less.
S4: PARENT AND FAMILY ENGAGEMENT - develops consultative and collaborative relationships with parents		
Exemplary	Effective	Needs Improvement
Consistently communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning	Often communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Generally communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning.
S5: COMMUNITY OUTREACH AND ACCESS - develops consultative and collaborative relationships with organizations and agencies		
Exemplary	Effective	Needs Improvement
Consistently communicates with community based organization and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Often communicates with community based organizations and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Generally communicates with community based organizations and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.

S6: CRISIS MANAGEMENT AND TRIAGE - Facilitates effective crisis preparation, response, and recovery		
Exemplary	Effective	Needs Improvement
Consistently demonstrates knowledge of district and school crisis policies, actively contributes to crisis preparation, and appropriately responds to immediate crisis situations. Initiates referrals and linkages to community agencies and maintains follow-up on behalf of student	Often demonstrates knowledge of district and school crisis policies, contributes to crisis preparation, and appropriately responds to immediate crisis situations. Initiates referrals.	Generally demonstrates knowledge of district and school crisis policies, contributes to crisis preparation, and responds to immediate crisis situations.
Domain 3: PROFESSIONAL RESPONSIBILITIES, CONDUCT, AND ETHICS		
C1: ATTENDANCE AND PUNCTUALITY		
Exemplary	Effective	Needs Improvement
Consistently adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and consistently completes assignments in a timely manner.	Often adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and often completes assignments in a timely manner.	Generally adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and generally completes assignments in a timely manner.
C2: DOCUMENTATION AND REPORT WRITING - integrates assessment data and includes evidence-based recommendations to promote student growth		
Exemplary	Effective	Needs Improvement
Consistently completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.	Often completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.	Generally completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.
C3: PROFESSIONALISM AND CONDUCT - Conducts self in a professional manner		
Exemplary	Effective	Needs Improvement
Consistently conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Often conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Generally conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.
C4: COLLABORATION - Consults and shares skills and expertise with professional colleagues		
Exemplary	Effective	Needs Improvement
Consistently communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and consistently takes on leadership roles within collaborative groups.	Often communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and often takes on leadership roles within collaborative groups.	Generally communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and generally takes on leadership roles within collaborative groups.

<i>C5: PROFESSIONAL DEVELOPMENT - Engages in quality professional development specific to school social work practice</i>		
Exemplary	Effective	Needs Improvement
Consistently seeks out opportunities for professional growth and development including workshops, literature, or professional learning communities and regularly shares newly learned knowledge and practices with others and seeks out opportunities to lead professional development sessions.	Often seeks out opportunities for professional growth and development including workshops, literature, or professional learning communities and seeks out ways to implement new concepts into school social work practice and welcomes constructive feedback to improve practices.	Will attend all mandatory opportunities for professional growth and development including workshops, literature, or professional learning communities.

School Professional Practice Performance Continuum

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DOMAIN I: PLANNING AND PREPARATION		
<i>P1: Assesses students' needs, knowledge and skills</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School professional consistently identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence. 	<ul style="list-style-type: none"> School professional often identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence. 	<ul style="list-style-type: none"> School professional rarely identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence.
<i>P2: Establishes clearly defined student goals and objectives for all students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Student goals for annual progress are consistently clear, aligned with standards, and target substantial growth. 	<ul style="list-style-type: none"> Student goals for annual progress are often clear, aligned with standards, and target appropriate growth 	<ul style="list-style-type: none"> School professional does not generally set student goals that are aligned with standards AND/OR goals do not reflect appropriate growth for students
<i>P3: Designs activities aligned with student goals and objectives</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Activities, tasks, and long-term plans are clearly and consistently sequenced to facilitate student progress toward goals and objectives. 	<ul style="list-style-type: none"> Activities, tasks, and long-term plans are often sequenced to facilitate student progress toward goals and objectives. 	<ul style="list-style-type: none"> Activities, tasks, and long-term plans are rarely sequenced to facilitate student progress toward goals and objectives.
<i>P4: Prepares assessments which align with student goals and objectives</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Assessments consistently and clearly challenge students to demonstrate mastery of objectives. 	<ul style="list-style-type: none"> Assessments often challenge students to demonstrate mastery of objectives. 	<ul style="list-style-type: none"> Assessments rarely challenge students to demonstrate mastery of objectives.

<i>P5: Incorporates and addresses the social, emotional and academic needs of individual students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional planning consistently addresses social and emotional needs of all students, and reflects strategies to address those needs. 	<ul style="list-style-type: none"> • School professional planning often addresses social and emotional needs of all students, and generally reflects strategies to address those needs. 	<ul style="list-style-type: none"> • School professional planning rarely addresses social and emotional needs of all students, and rarely reflects strategies to address those needs.

<i>P6: Develops activities that are meaningful and relevant to student needs and goals</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Activities consistently challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections. 	<ul style="list-style-type: none"> Activities often challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections. 	<ul style="list-style-type: none"> Activities rarely challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections.
<u>DOMAIN II: PROFESSIONAL PRACTICE</u>		
<i>C1: Communicates objectives clearly and accurately</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School professional consistently presents material and/or objectives accurately and clearly, so that all or nearly all students are able to articulate what they have accomplished, also recognizing when additional follow-up is required. 	<ul style="list-style-type: none"> School professional often presents material and/or objectives accurately and clearly, so that all or nearly all students are able to articulate what they have accomplished, also recognizing when additional follow-up is required.. 	<ul style="list-style-type: none"> School professional rarely presents material and/or objectives accurately and clearly, so that most students are unable to master or articulate the objectives.
<i>C2: Employs activities and provides services aligned with student knowledge, skills and needs, differentiating as appropriate</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Professional consistently provides scaffolded activities that capitalize on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new skills. 	<ul style="list-style-type: none"> School Professional often provides scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new skills. 	<ul style="list-style-type: none"> School Professional rarely provides scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new skills.
<i>C4: Monitors and assesses student understanding and adjusts as necessary</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Professional consistently provides opportunities for students to produce work or reflections that convey their understanding, providing the school professional with information to adjust as necessary. 	<ul style="list-style-type: none"> School Professional often provides opportunities for students to produce work or reflections that convey their understanding, providing the school professional with information to adjust as necessary. 	<ul style="list-style-type: none"> School Professional rarely provides opportunities for students to produce work or reflections that convey their understanding, and/or the school professional rarely adjusts as necessary to reflect student understanding.

<i>C5: Develops and maintains standards of conduct that are clear to all students and respond to student needs</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently creates an environment that fosters and supports respectful interaction between and amongst the members of the group, intervening constructively when necessary. 	<ul style="list-style-type: none"> • School professional generally creates an environment that fosters and supports respectful interaction between and amongst the members of the group, intervening when necessary to reinforce the standard of conduct. 	<ul style="list-style-type: none"> • School professional rarely creates an environment that fosters and supports respectful interaction between and amongst the members of the group, and/or generally does not intervene to maintain a standard of conduct.

<i>C6: Engages and includes all students in individual and group activities</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students are consistently engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their peers' understanding • AND/OR -School professional uses a variety of techniques and strategies to challenge and reengage all or nearly all students as necessary. 	<ul style="list-style-type: none"> • Students are often engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their peers' understanding • AND/OR-School professional uses techniques and strategies to challenge and reengage most students as necessary. 	<ul style="list-style-type: none"> • Students are rarely engaged. • And -School professional ignores opportunities to challenge and reengage students as necessary.

<i>C7: Provides opportunities for meaningful student choice</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Activities often include opportunities for students to make choices regarding materials, topics of exploration, methods of demonstrating understanding, or learning tasks. 	<ul style="list-style-type: none"> • Activities generally include opportunities for students to make choices about some aspect of the topics of exploration, methods of demonstrating understanding, and or tasks. 	<ul style="list-style-type: none"> • Activities rarely include opportunities for students to make choices.

<i>C8: Demonstrates understanding of human growth and development as it relates to learning, emphasizing the psycho-social development of children</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School Professional consistently provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> • School Professional often provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> • School Professional rarely provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.

<i>C9: Engages students in substantive conversations with purposeful questions to promote inquiry and learning</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students often participate in meaningful discussions occurring between and among members of the group, constructively responding to each other's comments, and/or initiating their own questions and inquiry. 	<ul style="list-style-type: none"> • Students generally participate in meaningful discussions occurring between and among members of the group, constructively responding to each other's comments with facilitation from the School professional. 	<ul style="list-style-type: none"> • Students rarely have opportunities to engage in sustained conversations with each other, and are rarely encouraged to do so.
<i>C10: Makes connections to increase relevancy for students, including connections to different lessons, to different content areas, and to each student's world outside of the classroom</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students often apply new learning and make connections to other activities that relate their learning to prior knowledge, different content areas, career, and/or the world outside of the classroom. 	<ul style="list-style-type: none"> • Students generally apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom. 	<ul style="list-style-type: none"> • Students rarely apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.

DOMAIN III: REFLECTION		
<i>R1: Uses results from ongoing assessments to evaluate student growth and development and identify areas for further intervention</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis. 	<ul style="list-style-type: none"> • School professional often and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Often uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis. 	<ul style="list-style-type: none"> • School professional rarely analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Rarely uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis.
<i>R2: Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result. 	<ul style="list-style-type: none"> • School professional often analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result. 	<ul style="list-style-type: none"> • School professional rarely analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result.
<i>R3: Evaluates the effectiveness of intervention strategies in encouraging student growth</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts intervention accordingly 	<ul style="list-style-type: none"> • School professional generally assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts intervention accordingly 	<ul style="list-style-type: none"> • School professional rarely assesses the evidence of relevance, engagement, and connections demonstrated by students

Central Office Leadership Evaluation and Development Performance Continuum

As for teachers, principals, and APs, the effectiveness and development of central office leadership staff is a crucial factor in the long-term success of the district. Central office evaluation and development (or CEVAL) follows from the same basic principles as the TEVAL and PEVAL – multiple assessments including outcome measures, demonstrated competencies, and professional values.

The process is designed to support a deep professional coaching relationship between the leader and their manager, a relationship that strengthens both the leadership skills and leadership success of participants.

Central office administrators and managers will be evaluated using this form. Central office administrators are responsible for “outcome measures,” the managers will provide coaching aligned to the relevant leadership competencies, and the administrators and managers will receive a final rating on the standard NHPS talent scale (exemplary, strong, effective, developing, or needs improvement.)

The expectation is for 3 conferences a year: a goal and context-setting conference over the summer or at the start of the year, a mid-year conference, and an end-of-year conference. These conferences must be completed by the end of October, March, and June 30th, respectively.

The attached form includes the following sections, which aligns to both the TEVAL and PEVAL:

Section 1: Performance Outcome Measures. At least two measurable outcome goals ideally oriented to student learning or other high impact outcome measures of district performance. Central office leaders should set goals in collaboration with their IM and the final evaluation should be based on multiple years of performance.

Section 2: Central Leadership Competencies. These competencies are derived from the school based leadership competencies, with adjustment to acknowledge both that some central office leaders emphasize non-instructional priorities, and that central offices’ role is to support effective school-level practice. As a result, in the rubrics, some bullet points may not apply to all Central Office roles.

Section 3: Professional Values. These values mirror those of the TEVAL and PEVAL process, and speak to the underlying values and professionalism of the leader.

Section 4: Professional Learning Plan. Central office leaders should designate competencies and areas where they can expand their expertise and ability, and with their manager develop a plan to accomplish that learning through the course of the year.

Section 5: Summative Rating. The summative form provides a calculation of the overall rating for the leader, built from the component ratings in sections 1, 2, and 3 above.

Vision

	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT 1
<u>V1</u> Sets clear vision for area of leadership aligned to overall NHPS vision	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> Demonstrates exceptional ability in establishing and implementing goals and direction for the district based on NHPS Vision. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> Consistently provides strong direction through needs assessment, goal identification, and implementation strategies based on NHPS vision. 	<ul style="list-style-type: none"> Works with staff to create a shared sense of purpose and direction. Helps to establish the conditions that enable others to be effective. <ul style="list-style-type: none"> Develops a shared vision, builds consensus on goals and holds high performance expectations. Prioritizes district goals and expectations for student achievement. Supports implementation of DIP goals and monitors progress. 	<ul style="list-style-type: none"> Provides minimal direction for the district/department and may lack a connection or alignment with the NHPS vision. 	<ul style="list-style-type: none"> Does not provide effective direction or for the district/department. Does not adequately communicate NHPS vision.
<u>V2</u> Identifies and address strategic opportunities and challenges	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> Consistently embraces, internalizes and adopts the districts changes in alignment with upper management and NHPS vision while acting as a change agent for subordinates. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> Consistently embraces, internalizes and adopts the districts' changes in alignment with NHPS vision while acting as a change agent for subordinates. Encourages and models a pro-active approach to problem solving and strategies for positive response to challenges. 	<ul style="list-style-type: none"> Effectively communicates district directives and learning initiatives. <ul style="list-style-type: none"> Creates opportunities for collaboration with administration and with site-based instructional staff. 	<ul style="list-style-type: none"> Implements some problem solving strategies without communicating district's change model and/or lacking clear link to the district vision 	<ul style="list-style-type: none"> Fails to implement problem solving strategies Does not model effective or proactive approach to challenges/barriers

<p>V3</p> <p>Plans for, supports, and manages change.</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> • Demonstrates exceptional ability in leading for innovative improvements. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> • Provides effective feedback and works collaboratively with staff to create action plans for future improvements. 	<ul style="list-style-type: none"> • Establishes a sense of urgency for change. • Uses the NHPS vision to inspire stakeholders and direct the change effort. • Plans for achievements that can easily be visible. • Organizes and delivers professional learning based on vision, teacher needs, and student data. 	<ul style="list-style-type: none"> • Inconsistently observes delivery of instruction. • Feedback and instructional program initiative modifications are rare or random. 	<ul style="list-style-type: none"> • Does not provide adequate opportunity for instructional staff to receive support and/or resources necessary for effective instruction.
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<p>VISION – Suggested Supporting Evidence</p>
<ul style="list-style-type: none"> • Meeting agendas and PowerPoints • Feedback from stakeholders • Evidence of participation in professional learning • Surveys • District Improvement Plan • Participation on various committees • Attendance at various meetings • School visits and reports • School Reviews and reports • Walk-through reports • Action plans

Culture

	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT 1
<p>C1.</p> <p>Focuses on Collaborative Work Environment</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> Proactively creates and/or leads innovative teams that directly influence increases in student achievement. Develops a strategic plan in collaboration with others that has a pervasive impact on changing practice. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> Develops creative ways to collaborate beyond the norm, such as using technology, focus groups, etc. Develops a strategic plan in collaboration with others to implement a district initiative. 	<ul style="list-style-type: none"> Models and promotes effective coaching techniques and collaboration. Works with cross-collaborative teams at Central Office and school level. Brings together various groups to work on district initiatives. 	<ul style="list-style-type: none"> Attention to coaching techniques and collaboration is either inconsistent or ineffective. Work with cross-collaborative teams and/or various groups are either inconsistent or ineffective. 	<ul style="list-style-type: none"> Does not promote or engage in collaboration among staff, schools, and/or with Central Office.

<p>C2.</p> <p>Provides services to support high expectations for the educational success of all adults/students.</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> Proactively pursues or creates resources for principals and/or staff that help them to support educational success for all students. Proactively assists and/or influences principals and/or staff in formulating current definitions of “high expectations.” 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> Consistently provides principals and staff with feedback and information to improve school programs and/or instruction. Provides professional learning opportunities for principals and/or staff that are differentiated based on their needs. 	<ul style="list-style-type: none"> Provides operational support to schools. Assists with personnel issues and hiring. Seeks resources to support the students’ personal development, where appropriate. Works with principals and staff to access community resources. Provides engaging, relevant and effective professional learning for principals and/or staff. Develops and monitors systems that support high expectations. Communicates expectations regularly with all stakeholders. 	<ul style="list-style-type: none"> Inconsistently provides services that support high expectations for the educational success of all adults/students or the services provided are of inconsistent quality. 	<ul style="list-style-type: none"> Services that support high expectations for the educational success of all adults/students are rarely provided or are of very poor quality.
<p>C3.</p>	<p><i>Strong plus:</i></p>	<p><i>Effective plus:</i></p>	<ul style="list-style-type: none"> Provides constructive 	<ul style="list-style-type: none"> Instructional leadership 	<ul style="list-style-type: none"> Instructional leadership

<p>Provides instructional leadership that supports schools in maintaining a focus on instruction.</p>	<ul style="list-style-type: none"> • Demonstrates exceptional ability in providing support and constructive feedback to principals and/or staff that maintains a focus on instruction. • Implements innovative methods for sharing instructional best practices among staff and/or principals. 	<ul style="list-style-type: none"> • Consistently models and encourages a focus on instruction in all interactions with staff/principals and in initiatives pursued. • Consistently provides constructive feedback to principals and/or staff that maintain a focus on instruction. 	<p>feedback to principals and/or staff that maintain a focus on instruction.</p> <ul style="list-style-type: none"> • Supports implementation of the teacher evaluation process. • Provides support for curriculum development or implementation. • Provides professional learning opportunities for principals and/or staff around best practices in instruction. • Monitors classroom instruction via learning walks, subject area visits, and/or instructional rounds. 	<p>provided to schools is either inconsistent, of intermittent quality, or does not maintain a focus on instruction.</p>	<p>provided to schools is rare, of low quality, and/or does not maintain a focus on instruction.</p>
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CULTURE: Suggested Supporting Evidence

- Calendar reflects regular meetings with principals, coaches, and staff.
- Meeting agendas and minutes of meetings show evidence of collaboration.
- Professional learning calendars.
- Timely and effective hiring.
- Emails and generated documents.
- Meeting agendas and minutes.
- Feedback to principals and staff (i.e., subject visit reports, school review reports, etc.)

People

	Exemplary 5	Strong 4	Effective 3	Developing 2	Needs Improvement 1
<p>P1. Leads teams effectively, delegating responsibilities and managing for concrete outcomes</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> Ensures that tasks are meaningful, have concrete and measureable outcomes, and decisions are reached with consensus of the team. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> Models and coaches others in working effectively and professionally with teams. Encourages all stakeholders to collaborate and participate in decision-making, resulting in strong accountability and responsibility in resulting consequences. Participates with school teams and principals in improving outcomes for students. 	<ul style="list-style-type: none"> When working with teams and individuals, models professional conduct at all times. Engages others in decision-making and the monitoring of the resulting consequences on students, staff, and district goals. Develops and maintains relationships with individuals and teams that ensures high accountability and responsibility. Provides effective and constructive support to schools' teams 	<ul style="list-style-type: none"> When working with teams and individuals inconsistently models professional conduct Engages others in some decision-making but does not always monitor the resulting consequences Develops and maintains relationships with individuals and teams but does not always ensure accountability or responsibility Feedback and support to schools' teams and school level 	<ul style="list-style-type: none"> Responds to teams inappropriately. Can be rude, sarcastic, or condescending, and is not open to feedback from teams. Manages teams from a top-down perspective, and does not provide opportunity for engaging in decision-making. Feedback is mostly negative or not constructive towards school teams, resulting in dissatisfied staff.

			and school level leaders.	leaders does not frequently lead to desired outcomes	
<p>P2. Coaches, supports and when appropriate supervises individuals to support their growth and accomplishments</p>	<p>Strong plus:</p> <ul style="list-style-type: none"> • Coaching and support are instrumental in growing subordinates, departments, or teachers, resulting in increased measureable performance of stakeholders/subordinates • Coaching and support are instrumental in growing subordinates, departments, or teachers, resulting in increased measureable 	<p>Effective plus:</p> <ul style="list-style-type: none"> • Develops professional learning opportunities designed to strengthen curriculum, instructional practices, and assessment based on individual development needs. • Consistently reflects and shares 	<ul style="list-style-type: none"> • Responds to all stakeholders by fostering their participation in collaboration, and inviting feedback and questions. • Demonstrates a growth mindset for self and staff. • Models, reflects on, and builds capacity for life-long learning through an increased understanding of 	<ul style="list-style-type: none"> • Provides support and coaching to some staff in development their growth goals. • Coaching and support are inconsistent. Direct Reports report a lack of consistent support. • High expectations for self and others to grow and 	<ul style="list-style-type: none"> • Is unfamiliar with coaching strategies for adults learning. • Contentious relationships with others lead to ineffective coaching, and supervision. • Professional learning opportunities are of poor quality and do not engage

	<p>performance of students</p> <ul style="list-style-type: none"> • • • 	<p>understanding of research and best practices.</p> <ul style="list-style-type: none"> • CEVAL/PEVAL processes are adhered to and result in increased performance of direct reports. • Coaches and supports principals and school teams in enhancing instructional practices through effective feedback. 	<p>research and best practices.</p> <ul style="list-style-type: none"> • Supports on-going professional learning and collaborative relationships with others. • Develops professional learning opportunities designed to strengthen curriculum, instructional practices, and assessment. • Collaborates with building leaders to support teacher instructional practices. • Effectively manages CEVAL/PEVAL processes. 	<p>develop is are not evident.</p> <ul style="list-style-type: none"> • The quality of professional learning activities is not inspiring or resulting in change of practices. • Does not align the work and Professional Development opportunities around district or school goals. • CEVAL deadlines and other processes are inconsistently completed. 	<p>others in growth and development.</p> <ul style="list-style-type: none"> • CEVAL deadlines and processes and not honored.
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	Exemplary 5	Strong 4	Effective 3	Developing 2	Needs Improvement 1
P3. Develops leadership talent across NHPS	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> • Seeks opportunities for self-improvement. • Identifies and further develops exemplary talent and plans for succession. • Actively recruits talent through strategic planning. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> • Develops differentiated professional learning opportunities designed to strengthen leadership capacity based on individual growth trajectories. • Ensures that new staff are provided supports that result in highly engaged and satisfied staff • Direct reports are encouraged to seek continuous development as they move up the trajectories. 	<ul style="list-style-type: none"> • Implements practices to recruit, support, and retain highly qualified teaching staff. • Engages individuals in advancing their instructional practices and growth. • Provides feedback to building leaders and teachers to build leadership capacity. • Develops professional learning opportunities designed to strengthen leadership capacity amongst all stakeholders, often differentiating. 	<ul style="list-style-type: none"> • Engages minimally in recruiting highly effective teaching staff. • Feedback to teachers and principals to improve instructional practices and leadership capacity is often not constructive or helpful in improving practices and outcomes. • Professional learning opportunities to strengthen leadership capacity among all do not meet the needs of the stakeholders. They are one size fits all and limited in content. 	<ul style="list-style-type: none"> • Is not proactive in recruitment and retention of staff. • Does not encourage individual growth trajectories. • Does not seek his/her own professional growth. • The quality of professional learning opportunities for stakeholders is very poor for all stakeholders.

<p>P4. Interprets data and communicates progress toward the vision, mission and goals for all stakeholders</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> • Uses data to strategically plan for the department or district needs. • Communicates the vision, mission and goals of the district consistently in writing, verbally, and through his/her actions. • Influences and engages others in meeting the districts mission, vision, and goals through effective use and communication of data. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> • Multiple sources of data and information is strategically utilized to exponentially increase progress towards achieving the vision, mission, and goals of the district. • In addition to data, analyzes student work • regularly to plan and make changes to programs and activities. • Engages multiple stakeholders in analyzing data to make informed decisions about programs and activities. • Systematically communicates accurate and timely exchanges 	<ul style="list-style-type: none"> • Uses multiple sources of information/assessment to support school improvement. • Uses data and evidence to analyze student learning and teacher practices and engages in data-focused conversations with school leaders and staff. • Analyzes data deeply and collaborates with stakeholders in planning and carrying out changes in programs and or activities. • Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice. • Supports and leads high quality, data-driven instruction by 	<ul style="list-style-type: none"> • Some sources of information are used effectively to support school improvement. • Some data is analyzed, but not at a deep level that reveals root causes and impacts change. • Stakeholders are not engaged in deeply analyzing data or in monitoring progress towards achieving the vision, mission, and goals. • Communication towards achieving the vision, mission, and goals are minimal 	<ul style="list-style-type: none"> • Communication and organization is disorganized and does not encourage exchange of information to inform practice. • Data analysis is still at a basic level and does not positively impact schools or teacher practices. • Rationale for decisions/changes for students and schools based on data is unclear. • Communication towards achieving the vision, mission, and goals are vague and inadequate.
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		of information.	building the capacity of principals to lead and perfect their craft <ul style="list-style-type: none">• Improves principal effectiveness: coaching, conducts principal evaluation• Assists schools in supporting teaching and learning, helping them to provide quality feedback to staff• Provides PD to principals differentiating based on needs Supports principals in implementation of curricular initiatives		
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PEOPLE: Suggested Supporting Evidence

- Meeting agendas and minutes
- Meeting sign-in sheets
- Calendar
- Feedback from stakeholders
- Attendance at conferences or committees
- Evidence of leadership within the field
- Interviewing and recruiting logs/evidence
- Data to show student achievement and/or other measures to show increased performance of direct reports.

Instructional Content

	Exemplary 5	Strong 4	Effective 3	Developing 2	Needs Improvement 1
<p>C1.</p> <p>Accepts responsibility in area of leadership</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> • Demonstrates an exceptional level of responsibility in all aspects of his/her daily job requirements, as well as areas beyond. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> • Models responsibility for staff and implements processes that ensure that all tasks related to the area will be completed on time and well. • Actively recruits teachers to serve in his/her area in particularly innovative ways. 	<ul style="list-style-type: none"> • Accepts responsibility for student and/or teacher achievement in his/her area. • Finishes all tasks on time. • Organizes and leads meetings. • Recruits teachers to serve in his/her area. • Monitors, coaches, and regularly communicates with teachers and/or school-leaders in his/her area. • Oversees curriculum writing and/or the creation and maintenance of other documents and policies related to his/her 	<ul style="list-style-type: none"> • Inconsistently demonstrates responsibility in one or more of the areas listed in Effective. • Does not effectively complete expectations of the department/district. 	<ul style="list-style-type: none"> • Does not demonstrate responsibility in most of the areas listed in Effective.

			area.		
<p>C2.</p> <p>Demonstrates content expertise, continually refining NHPS approach</p>	<p><i>Strong Plus:</i></p> <ul style="list-style-type: none"> • Demonstrates leadership in his/her field through participation in professional organizations, presentations at conferences, etc. • Shares new content and methodologies with staff using particularly innovative strategies. 	<p><i>Effective Plus:</i></p> <ul style="list-style-type: none"> • Demonstrates knowledge of the most current best practices and consistently shares them with staff via meetings, emails, websites, etc. to • Demonstrates knowledge of best practices beyond his/her content area. • Contributes to the “NHPS approach” by sharing strategies, knowledge, or data at the district level. 	<ul style="list-style-type: none"> • Regularly attends conferences to develop expertise. • Demonstrates knowledge about best practices and shares them with staff. • Demonstrates knowledge of best practices within his/her content area and new NHPS initiatives. • Professional development offered is effective in improving teacher practice. 	<ul style="list-style-type: none"> • Inconsistently demonstrates content expertise in one or more of the areas listed in Effective. 	<ul style="list-style-type: none"> • Does not demonstrate content expertise in most of the areas listed in Effective.

C3.

Pursues and prioritizes data-informed, high leverage strategies to accomplish objectives.

Strong plus:

- Strategies implemented have high-yield results as measured by student and/or teacher data.
- Strategies pursued represent an exemplary level of data analysis, content knowledge, and/or research.

Effective plus:

- Analyzes and makes data available to teachers and/or school-leaders to drive instruction and change.
- Measures effectiveness of strategies using a wide variety of data sources.
- Identifies sources of data that can be used to improve outcomes for students.

- Uses data to inform all decision-making.
- Sets and meets specific, measurable goals and objectives that prioritize high-leverage strategies.
- Guides implementation of high-leverage strategies in his/her area and uses data to evaluate effectiveness of strategies.
- Observes delivery of curriculum and provides feedback for ongoing technique/skills improvements as well as program modifications.

- Inconsistently uses data to inform decision-making.

And/or

- Inconsistently pursues and/or prioritizes high-leverage strategies to accomplish objectives.

And/ or

- Inconsistently observes delivery of instruction

- Does not use data to inform decision-making.

And/or

- Does not pursue and/or prioritize high-leverage strategies.

INSTRUCTIONAL CONTENT: Suggested Supporting Evidence

- Central office survey results
- Evaluations from CIA meetings
- Exit slips from other meetings
- Evidence of conference attendance and/or presentations
- Evidence of participation in and/or leadership of professional organizations
- Evidence of how best practices are shared via websites, online modules, targeted PD meetings, etc.
- Evidence such as photos or handouts showing that teachers are implementing strategies learned in CIA or other meetings.
- Walk-through observations

Management

	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT 1
<p>M1.</p> <p>Demonstrates responsiveness to district, school, and/or teacher needs</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> • Anticipates and supports district, school, and teacher needs through particularly effective data analysis and observations. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> • Responsiveness to district, school, and teacher needs is prompt. 	<ul style="list-style-type: none"> • Maintains accurate, up-to-date information about his/her areas of responsibility. • Maintains regular communication with all stakeholders to keep abreast of areas of need. • Meets with stakeholders as necessary to respond to district, school, and/or teacher needs. • Uses data to determine district, school, and teacher needs 	<ul style="list-style-type: none"> • Maintenance of information about his/her area of responsibility is inconsistent and/or of low quality. • Communications and meetings with stakeholders are inconsistent or of low quality. 	<ul style="list-style-type: none"> • There is little or no maintenance of information about his/her area of responsibility. • Communications and meetings with stakeholders are inconsistent and of low quality.

<p>M2.</p> <p>Supports policies, systems, and processes to enhance school, department, or district-wide goals.</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> • Makes innovative changes to existing policies, systems, or processes that have a direct effect on quality of instruction and/or student achievement. • Ensures that policies, systems, and processes are implemented with fidelity. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> • Identifies the need for changes to existing policies, systems, and processes. 	<ul style="list-style-type: none"> • Monitors existing policies, systems, and processes at the school, department or district level. • Ensures that policies, systems, and processes are implemented. 	<ul style="list-style-type: none"> • Existing policies, systems, and/or processes are not consistently monitored or implemented. 	<ul style="list-style-type: none"> • Existing policies, systems, and/or processes are not monitored or implemented.
<p>M3.</p> <p>Maximizes available resources, including finances and time.</p>	<p><i>Strong plus:</i></p> <ul style="list-style-type: none"> • Implements particularly innovative methods to maximize resources and/or time at the district, school or classroom level. 	<p><i>Effective plus:</i></p> <ul style="list-style-type: none"> • Supports school staff to ensure that available resources and time are maximized at the school and/or classroom level. 	<ul style="list-style-type: none"> • Completes tasks accurately and on-time. • Develops and/or manages a personal schedule that maximizes time and resources. • Leads meetings and school visits that are 	<ul style="list-style-type: none"> • Management of time and/or resources is inconsistent. • and/or • Meetings and school visits are either inconsistent or not purposeful. 	<ul style="list-style-type: none"> • Management of time and/or resources is ineffective. • and/or • Meetings and school visits are either inconsistent or not purposeful. • and/or • Budget is not

			<p>purposeful, meaningful and supportive.</p> <ul style="list-style-type: none"> • Develops and manages a budget that maximizes resources and is aligned with district vision and goals, as well as the needs of his/her area of responsibility, where applicable. 	<ul style="list-style-type: none"> • • and/or • • Budget is loosely aligned with district vision and goals or the needs of his/her area of responsibility. 	<p>at all aligned with district vision and goals or the needs of his/her area of responsibility.</p>
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MANAGEMENT: Suggested Supporting Evidence

- Email correspondence.
- Phone calls/texts.
- School visit calendars.
- Meeting agendas.
- Feedback from stakeholders.
- BLDT, SPMT, SGC, etc. agendas and minutes.
- Meeting agendas.
- Email correspondence.
- Regular meetings with staff in your area of responsibility.
- Directors: CIA meetings for school leaders.
 - Supervisors: CIA meetings for teachers.
- Budget and explanations.
- Meeting agendas.
- Feedback from stakeholders.

Central office Administrator Professional Values Performance Continuum

Collaborative and Collegiality			
	EXEMPLARY 5	EFFECTIVE 3	NEEDS IMPROVEMENT 1
	Creates and/or leads initiatives that engages colleagues to improve learning across the school district	Shares ideas and approaches with colleagues in an effort to drive learning across the district	Does not effectively collaborate with peers or colleagues, or does so inconsistently. Does not support ideas that contribute to learning across the district.
	Leads district committees that contribute to the work of district policy or practice	Actively participates as a member of district committees and teams	Does not contribute positively to district committees. Inserts obstacles to committee work.
	In collaboration with building leaders, leads school level teams to improve best practices	Provides leadership to school teams to improve instructional practices	Leadership to schools is irregular. Does not contribute to team dialogues in a productive manner.
	Collaborates with a variety of stakeholders in educational matters and decisions related to curriculum and in decision making.	Leads in the process of curriculum development and educational decision making	Educational decision-making around curriculum is done in isolation without feedback. Curriculum development work is of low quality.

Professional Growth

	Continuously engages in learning to that aligns to the needs of the district.	Uses research /data to improve teaching and learning approaches for self and are aligned to the district vision.	Is unfamiliar with best practices and/or research in teaching and learning. Does not seek out professional learning opportunities for self.
	Collects a variety of data/research and uses these to support student outcomes.	Actively prepares and self-assesses in preparation for development conversations with school staff and colleagues.	Does not reflect on self-development needs. Does not contribute to others development.
	Is reflective with self and others about their professional growth needs.	Reflects, prepares and self-assesses in preparation for development conversations with IM.	Does not accurately self-assess strengths and areas needing development.

Reliability

	Prepares and provides professional activities that are well planned, timely, and engaging	Arrives to professional activities on time, well prepared, and aligned to the audience needs.	Is frequently late or unprepared for professional activities.
	Completes all responsibilities at the highest standards of quality	Reliably carries out all paperwork, duties, responsibilities and assignments.	Paper work contains errors. Duties and responsibilities are inconsistently carried out.
	All records are kept at the highest quality, are organized, and are used to guide decisions	Keeps accurate ad organized records.	Records are inaccurate or unorganized.

	Maintains the highest professional conduct, including confidentiality, realizing that ones' behavior directly reflects upon the status of the profession	Maintains the confidentiality of information.	Engages in inappropriate behavior that leads to breaks in confidentiality.
High Expectations			
	Makes the well being of all students the fundamental value in decision-making	Acts on the belief that all students can learn to the fullest extent of their abilities	Beliefs and actions are not aligned to the district vision to support all students.
	Provides opportunities for others to grow in the professional by providing specific feedback for development	Accurately identifies strengths and areas of development for direct reports.	Is unable to or does not provide direct reports with meaningful and/or supportive feedback.
	Encourages others to develop and evaluate curriculum and instructional practices	Promotes on-going development and evaluation of curriculum	Does not provide meaningful professional learning that engages others in the use and evaluation of curriculum.
Respect			
	Provides leadership to staff and colleagues that encourages collaboration and consensus building.	Interacts with staff/colleagues in ways that improves relationships	At times, communicates with staff/colleagues in a disparaging manner
	Models and maintains the highest standards of professional conduct at all times.	Responds to others with dignity and respect	Communication often offends others. Communication is directive rather than open.

	Demonstrates respect to others in all forms of communication and considers others culture, customs, and beliefs in communication and decision-making	Maintains cordial relationships with colleagues, administration, and school staffs. Communicates with others in an affirmative manner.	Relationships with colleagues, administration, and school staffs are often strained.
Responsiveness and Outreach			
	Works regularly with school staff /teams to improve instruction and is an integral part of the school community.	Frequently collaborates with school staff to improve instructional practices.	Does not proactively engage school staff in improving instructional practices.
	Provides school teams with data, analysis of data, and offers recommendations for improving student outcomes.	Informs and provides support to schools when data indicates a drop in student performance.	Does not share data with schools or provide appropriate follow-up to improve student performance.
	Encourages and supports innovation, adaptability and flexibility in order to improve outcomes for teachers and students.	Supports school teams in developing intervention plans or professional learning opportunities that will improve student outcomes.	Has limited interactions with school teams and/or does not provide support/feedback for improving student outcomes.

Professionalism and Judgment

Acts ethically with integrity and honestly.

Acts dishonorably at times. Has been dishonest or unfair towards others.

Demonstrates conduct that is consistent with the CT Code of Professional Responsibility for School Administrators.

Frequently borders on violating aspects of the CT Code of Professional Responsibility for School Administrators.

Maintains the standards, and seeks to improve effectiveness of the profession, through research and continuing development for self and others

Behavior and standards of the profession are not met.

School-based Administrator Performance Continuum

The backbone of the evaluation and development process for principals and APs is a series of documented conferences with their supervisor – the Director of Instruction for the Principal, and the Principal for the APs. The process is designed to support a deep professional coaching relationship between the leader and their manager, a relationship that strengthens both the leadership skills and leadership success of participants.

The overall framework for evaluation and development includes the following primary areas:

1. Student Learning and School Performance (Section 1), as indicated by *growth/improvement* on a range of school learning measures set in conversation with the manager
2. Leadership Development Focus and Development Plan (Section 2), to ensure the targeted and differentiated development of all school-based leaders
3. Leadership Competencies (Section 3), to define strengths and weaknesses in the key areas of school-based leadership
4. Professional Values (Section 4), reflecting the underlying professional behaviors important to all educators

The expectation is for 3 full conferences a year: a goal and context setting conference over the summer or at the start of the year, a mid-year conference, and an end-of-year conference. Insight into all these areas is drawn from both quantitative data over time (i.e. learning measures, etc) and from observational school visits supported by written feedback and evidence. Although input may be provided from a variety of sources, ultimately the Director of Instruction is responsible for both the coaching and the evaluation of each principal, and the Principal is responsible for APs.

Goal Setting conference:

The initial goal-setting and context setting conversations are very important and should include substantive conversations about and documentation of specific goals for the Student Learning and School Improvement measures, areas of leadership competency for focus for the year, and data defining key features of the school context, including any special circumstances that will support a realistic snapshot of the school and highlight reasonable supports expected from central office.

Mid-year and End-of-Year conferences:

These are opportunities to assess and discuss progress or challenges in student learning, leadership competencies, and professional values. Ideally, the leader being reviewed should complete a self-assessment, and after the conference there should be a written record of key issues raised. If there are concerns about performance, they must be raised at the mid-year conference with evidence. The mid-year and end-of-year should also review the context materials, particularly the delivery of support from the central office.

Summary Ratings:

Ratings, whether associated with Student Learning, Leadership Competencies, or Professional Values, should be based on multiple years of evidence and multiple variables. Section 5 of this form integrates the ratings from the various areas of analysis into one summative rating.

Principal and Assistant Principal Leadership Competencies Performance Continuum

Vision	EXEMPLARY 5	STRONG	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT 1
Sets Clear direction for the school community	<p>Collaboratively reviews and analyzes a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals</p> <p>Inspires many stakeholders to actively participate in the development process of the school's vision, mission and goals</p> <p>Vision/mission and goals are in Complete alignment to district, state and federal standards as well as the school's identity and programmatic needs</p> <p>All stakeholders are able to articulate the school's vision and mission</p>	<p>Effective Plus: Uses and analyzes a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals</p> <p>Recruits a team of stakeholders to create a shared vision, mission, and goals that reflects the perspective of all stakeholders</p> <p>Vision/mission and goals are in Strong alignment to district state and federal standards as well as the school's identity and programmatic needs</p> <p>The majority of stakeholders are able to articulate the school's vision and mission</p>	<p>Uses a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals</p> <p>Ensures the creation of a share vision, mission, and goals by incorporating the perspective of all stake holders</p> <p>Ensures that the vision mission and goal of the school is aligned to district, state, and federal standards as well as the school's identity and programmatic needs</p> <p>Produces a memorable, succinct, results oriented mission /vision statement known by all stakeholders</p>	<p>Uses minimal informational sources to create the school's vision mission and goals</p> <p>Enlists one or two like minded stakeholders to create the school's vision, mission and goals</p> <p>Vision/mission and goals are in Weak alignment to district, state and federal standards as well as the school's identity and programmatic needs</p> <p>Few stakeholders are able to articulate the school's vision and mission</p>	<p>Is unaware of the need to use data research or best practices to shape the school's vision, mission and goals</p> <p>Works alone with little or no support from stakeholders to create school's vision, mission and goals</p> <p>Vision, Mission and goals have No alignment to district, state and federal standards as well as the school's identify and programmatic need</p> <p>No stakeholders are able to articulate the school's vision and mission</p>

Vision	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT 1
Implementing and sustaining vision/mission and goals	<p>Strong Plus</p> <p>The vision and mission statements are displayed in various venues throughout the building and school documents</p> <p>Masterfully persuades resistant stakeholders who fear change or harbor low expectations</p> <p>Designs, initiates and implements collaborative processes to collect and analyze data about the school's progress for review and revision of the school's vision, mission, and strategic goals</p>	<p>Effective Plus</p> <p>The mission and vision statements are displayed in most areas throughout the building</p> <p>Manages resistance, low expectations and fear of change</p> <p>Consistently provides strong direction through a needs assessment, goal identification, and implementation strategies based on the school's vision</p>	<p>The vision and mission statements are prominently displayed</p> <p>Motivates most stakeholders to implement the school's mission/vision and goals</p> <p>Frequently evaluates adherence to reaching full implementation of the mission/vision and goals with fidelity</p> <p>Identify and address strategic opportunities and challenges</p> <p>Regularly revisits the vision</p> <p>Decisions are supported by the vision</p>	<p>The vision and mission statement is displayed in a few select places</p> <p>Attempts to persuade resistant staff members may or may not be successful</p> <p>Rarely evaluates the implementation of the mission, vision and the goal</p>	<p>The vision and mission statement are not displayed</p> <p>Is discouraged and immobilized by staff resistance and fear of change and low expectations</p> <p>There is no process for evaluating the implementation of the mission, vision and the goal</p>

Supporting Evidence - Vision

<p>Sets Clear direction for the school community</p>	<p>The vision and mission statements are prominently displayed Staff meetings, agendas, Decisions are supported by the vision Stakeholders, including parents and students can articulate the vision and mission. PTO Meetings, Data Teams and Parent Workshops feature the vision.</p>
<p>Implementing and sustaining vision/mission and goals</p>	<p>School self evaluation is clear, concise and evidence based. The school frequently assesses its strengths and challenges Agendas and minutes of BLDT identify goals of SIP. Challenges are explicitly addressed in the SIP BLDT monitors progress through benchmark assessments indicated in BLDT minutes. BLDT revisits and updates SIP on a regularly</p>
	<p>The School Improvement Plan reflect strategies that support the vision for change There is follow-through with achievements and recognition and rewards for employee who were involved. Changes in policies, practices, and programs that do not meet the vision. Differentiated professional development in PD calendar and agendas. Coaching plans Teacher feedback and SIP. Action plans</p>

People Leadership	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT 1
<p>Leads teams and Delegates Responsibility</p>	<p>Strong Plus The school has a process for monitoring and supporting the implementation of PD strategies</p> <p>The leader is exceptionally effective and strong in involving a broad base of stakeholders in school teams including students</p>	<p>Effective Plus</p> <p>Leaders ensure team will produce evidence indicating how they support the school’s plan and vision</p> <p>Monitors progress of team</p> <p>Systematically receives and gives feedback and elicits from teams</p> <p>Leader ensures that all stakeholders have regular opportunities to interact and impact decisions of the school</p>	<p>Develops a comprehensive strengths-based leadership team to support the vision.</p> <p>Strategically encourages and supports innovative team initiatives aligned to the vision</p> <p>Encourages and develop a collaborative work and learning environment</p> <p>Fosters stakeholder engagement and participation and decision making</p> <p>Provides constructive supports to the school team providing them with high quality feedback</p> <p>Provide evidence of clearly defined roles and responsibilities of school teams</p> <p>Creates coaching plans and hold regularly scheduled one-on-one meetings with team members</p> <p>Works well with school governance systems resulting in a collaborative</p>	<p>Inconsistent teacher evaluation and feedback and monitoring of teams</p> <p>Inconsistent performance in the effective category</p> <p>Professional development opportunities are provided but not usually aligned to or with adult learning needs</p>	<p>Limited evidence of delegating responsibilities to teams</p> <p>Very moderate compliance with effective category</p> <p>Limited participation of groups</p> <p>Roles and responsibilities are nebulous and unclear</p>

Laws, policies and Ethical Behavior	EXEMPLARY	STRONG	EFFECTIVE	DEVELOPING	NEEDS IMPROVEMENT
<p data-bbox="436 220 688 602">5 Evaluating and modifying all related systems connected to federal, state and district laws and policies to ensure all stakeholders have a comprehensive understanding</p> <p data-bbox="436 646 688 776">Effectively supports all staff to do both as well and is able to model it</p>	<p data-bbox="762 220 1014 634">4 Invests staff in understanding and complying with state and federal laws and mandates, school committee policies and collective bargaining agreements. Is able to model this element</p> <p data-bbox="762 683 1014 992">Reliably demonstrates sound judgment reflecting integrity and fairness in accordance with the Ct Code of Conduct for professional educators.</p> <p data-bbox="762 1040 1014 1133">Protects students, family, and staff</p>	<p data-bbox="1073 220 1381 456">3 Education leaders ensure the success and well being of all students, staff and families by modeling ethical behavior and integrity</p> <p data-bbox="1073 505 1381 740">Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements</p> <p data-bbox="1073 789 1381 1065">Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well</p>	<p data-bbox="1444 220 1686 634">2 May know state and federal laws and mandates, school committee polices, and collective bargaining agreements but inconsistently complies with some laws and polices</p> <p data-bbox="1444 683 1686 1101">Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately</p>	<p data-bbox="1749 220 1980 708">1 Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements</p> <p data-bbox="1749 756 1980 1065">Demonstrates lacement of sound judgment reflecting integrity and fairness and/or does not adequately protect student family, and or/staff confidentiality</p>	

People Leadership	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT
Develop Instructional Leadership Talent	<p>Strong Plus</p> <p>Surveyed teams and teacher leaders express high levels of satisfaction with development and opportunities provided by leaders</p>	<p>Effective Plus</p> <p>Establish clear policies and procedures for evaluation and recognizing leadership potentials in staff</p> <p>Maintain individual coaching and development plans and schedules of teacher leaders</p> <p>Identifies and facilitates professional learning experiences for teachers</p>	<p>Models and coaches teacher leaders effectively</p> <p>Encourages and supports teacher leadership and progression on career ladders.</p> <p>Systematically provide opportunities for emerging leaders to complete tasks and facilitate professional learning</p> <p>Identify leaders among staff and support their development</p> <p>Provide opportunities for staff to pursue professional learning opportunities in their development</p> <p>Provides feedback to leadership teams</p>	<p>Provides few opportunities for emerging leaders to complete tasks and facilitate professional learning</p> <p>Provides limited opportunities for teachers to progress on career ladder</p>	<p>Provides No opportunities for emerging leaders to complete tasks and facilitate professional learning</p> <p>Provides No opportunities for teachers to progress on career ladder</p>

People Leadership	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEME NT
Effectively Manage Staff	<p>Strong Plus</p> <p>All TEVAL deadlines are met</p> <p>Staff feedback on surveys indicate confidence in the evaluation process</p> <p>Schools reflect priorities in management plan</p> <p>A variety of data is used for teacher and staff evaluation</p> <p>Completes TEVAL process with fidelity and comprehensiveness</p> <p>Incorporates teachers and support staff into leadership and decision making roles in the school that foster the career development of</p>	<p>Effective Plus</p> <p>Leaders conduct frequent formal and informal evaluations providing meaningful and actionable feedback in areas of growth and development. Individuals are held accountable for their performance meeting TEVAL deadlines</p> <p>Teacher goals reflect differentiation based on interest and need</p> <p>TEVAL deadlines are met</p>	<p>Creates time and provide resources to ensure the accurate evaluation of teachers providing evidence-based feedback with both quantitative and qualitative information</p> <p>Management plan reflects a strategy for faculty and staff development</p> <p>Follow process and procedures outlined in the teacher evaluation document</p> <p>Improvement plans are developed in a timely manner with evidence faced feedback and clear strategies for improvement</p> <p>Development plans strategically identify areas of growth with specificity</p> <p>All teachers are observed three times annually in alignment with the TEVAL expectations</p>	<p>Rarely meets TEVAL deadlines</p> <p>Development plans rarely identify areas of growth</p> <p>Teachers observed less than 3 times a year</p>	<p>Does not meet TEVAL goals</p> <p>Development plans do not identify areas of growth</p> <p>Teachers are not observed</p>

feedback aligned to the TEVAL indicators and hold individuals accountable for efforts and results

Unwrap the TEVAL domains with staff to provide clear understanding of how they are being evaluated

Most TEVAL deadlines are met

Teacher goals and SLO's are measurable with time

Supporting Evidence People Leadership

<p>Leads teams and Delegates Responsibility</p>	<p>Regularly scheduled meetings with members of various teams Systematically gives and receives feedback Schedules, agendas and minutes</p>
<p>Laws, policies and Ethical Behavior</p>	<p>Handbooks for teachers, parents, students Professional Code of Conduct schedules</p>
<p>Develop Instructional Leadership Talent</p>	<p>Clear policies and procedures for evaluating and recognizing leadership potential in others Individual coaching and development plans</p>
<p>Effectively Manage Teams</p>	<p>Schedule reflects priorities in management plan Teachers goals reflect data Uses a variety of data to evaluate teachers and other staff members</p>

Instructional Leadership	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT
Curriculum and Instructional	<p>Strong Plus</p> <p>Challenges staff to reflect deeply on and define what knowledge, skills, and concepts are essential to the complete educational development of students</p> <p>Builds the staff capacity to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning</p>	<p>Effective Plus</p> <p>Supports educators to collaborate on developing a series of interconnected well structured lessons with challenging objectives, appropriate student engagement</p> <p>Ensures through observations and review of plans that teachers know and employ teaching strategies and practices that are effective with all learners while teaching content</p> <p>Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that meet student needs and drive</p>	<p>Ensures familiarity with best practices (per research) in teaching and learning</p> <p>Conducts walkthroughs, instructional rounds, and observations Teachers, staff, and students monitor progress towards SLOs</p> <p>Is familiar with the written curriculum and instructional practices</p> <p>Implements technology in a way that addresses specific challenges/needs of students</p> <p>Uses available technological resources to strengthen instruction</p> <p>Demonstrates initiative in identifying and implementing new technological tools to meet district goals</p> <p>Supports teachers to develop well structured lessons with challenging, measurable objectives and appropriate student</p>	<p>Provides students access to instructional tools including technology</p> <p>Provides staff limited support in the use of instructional strategies that support student learning</p> <p>Identifies adaptations to instructional practices and assessments with limited implementation</p>	<p>Rarely ensures instructional strategies support learning</p> <p>Rarely adapts instructional practices</p>

			<p>Observes practices and reviews plans looking for and identifying a variety of teaching strategies and practices that are effective for ALL learners</p> <p>Creates a process to provide formal feedback to teachers concerning the effectiveness of their classroom instruction</p> <p>Consistently adapts instruction and assessments to ensure</p>	
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Instructional Leadership	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEME NT
Assessment and Accountability	<p>Strong Plus</p> <p>Continually monitors and evaluates data sources to ensure the results are reliable and valid for the use of determining the effectiveness of practices that are being use to impact student achievement.</p>	<p>Effective Plus</p> <p>Consistently uses multiple sources of data to consistently monitor and adjust instruction practices to achieve academic targets for all students</p>	<p>Regularly uses a variety of data sources to create academic targets and to identify instructional approaches to impact student achievement</p> <p>Uses multiple data sources and progress monitoring data to assist faculty in identifying students who need additional support</p>	<p>Periodically uses data To evaluate instruction</p> <p>Periodically collects and uses data to identify trends to inform instruction</p>	<p>Rarely collects and uses data to inform instruction</p> <p>Rarely uses progress monitoring data to identify students in need of additional support</p>

<p>Continually builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content students did not learn.</p>	<p>assessments to determine which is the most reliable and valid in identifying significant factors that impact student achievement</p> <p>Consistently uses progress monitoring data to make modifications to academic plans that were created for students who need additional support to attain their goals</p> <p>Consistently develops the skill set of the faculty to analyze the results from formative and summative assessments to select the best instructional practice to boost</p>	<p>improving student performance</p> <p>Selects data sources and methods of assessment to ensure that they are aligned with curriculum, district and state standards</p> <p>Provides opportunities for teachers to use formative and summative assessments to guided instructional practices</p> <p>Creates an effective feedback system so parents are kept informed of student academic and social progress ??</p> <p>Collects and analyzes qualitative and quantitative data from various stakeholders</p>
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INSTRUCTIONAL LEADERSHIP	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT
Professional Development	<p>Strong Plus</p> <p>Develops and implements a system for professional learning opportunities; consistently monitors struggling teachers through targeted improvement plans</p> <p>Actively provides meaningful leadership opportunities to effective teachers, mentors and supports teacher leaders.</p> <p>Communicates a clear leadership trajectory to those teachers with the most leadership potential</p>	<p>Effective Plus</p> <p>Monitor performance following professional development to ensure the application of lessons learned</p> <p>Ensures that the whole staff is current on professional literature constantly exploring best practices</p> <p>Orchestrates aligned high quality professional learning: coaching, workshops, school visits</p> <p>Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers</p>	<p>Participates in professional development activities including inter-rater reliability to better monitor and coach the use of effective instructional and assessment practices</p> <p>Reads and shares research and fosters an ongoing, school-wide discussion of best practices</p> <p>Organizes aligned, ongoing coaching and training that builds skills and a common language</p> <p>Provides professional learning opportunities to meet teachers learning styles and growth needs</p> <p>Provides supports struggling teachers through targeted improvement plans</p> <p>Provides leadership</p>	<p>Strives and or attempts To make professional development workshops relevant and interactive</p> <p>Inconsistently passes along interesting articles and ideas to colleagues</p> <p>Facilitates undifferentiated group based professional learning and implements some targeted support for struggling teachers</p>	<p>Rarely reads professional literature or discusses best practices</p> <p>Organizes occasional professional development workshops at which teachers are passive listeners</p> <p>Does not lead or provide regular or appropriate learning opportunities for teachers</p>

INSTRUCTIONAL LEADERSHIP	EVIDENCE/ARTIFACTS
Curriculum and Instructional	<ul style="list-style-type: none"> • Logs documenting Coaching teachers with specific strategies for improving student learning • Maintains a schedule of classroom visits. • Maintains a record of feedback for teachers • Notes and or logs of meetings which shows Monitoring of student interventions plans • Updated School improvement plan •
Assessment and Accountability	<ul style="list-style-type: none"> • District Benchmark Assessments, Standardized Test Results • Data Day agendas and exit slips. • SIP revisions • BLDT meeting agenda and minutes. •
Professional Development	<ul style="list-style-type: none"> •

Organizational Management	EXEMPLARY 5	STRONG 4	EFFECTIVE 3	DEVELOPING 2	NEEDS IMPROVEMENT
<p>O1</p> <p>Build effective organizational structures and systems to ensure a safe, high performing learning environment</p>	<p>Strong</p> <p>plus:</p> <p>Consistent</p> <p>ly enforces/monitors and updates procedures and routines to ensure a safe and orderly environment</p> <p>Publically celebrates kindness, effort and improvement, builds All stakeholders pride in their school</p> <p>Plans ahead for learning needs and creates systems to allow for new instructional approaches</p> <p>Ensures that professional development within</p>	<p>Effective plus:</p> <p>Builds, establishes and implements organizational systems that outline procedures and routines to ensure a safe and orderly environment</p> <p>Regularly reviews, monitors and assesses systems to determine their effectiveness</p> <p>Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains</p> <p>Implements and regularly adjusts a master schedule and system to maximize blocks of</p>	<p>Creates a system designed to identify critical needs of school community including safety and security</p> <p>Creates clear routines and procedures that promote a safe and orderly environment</p> <p>Designs a system to monitor academics and behavior expectations</p> <p>Reviews the need for changes to expectations, procedures and routines</p> <p>Builds organizational structures designed to achieve school goals</p> <p>Organizational structure cultivates collaboration among school community Ensures</p>	<p>Process for outlining school wide behavioral expectations is inconsistent</p> <p>Congratulates individuals on success</p> <p>Understands the importance of developing effective professional learning communities and results oriented professional development</p> <p>Understands the importance of continued personal learning professional development</p>	<p>Does not attempt to create any system to ensure a safe and orderly environment</p> <p>Behavioral expectations are inconsistent across classrooms</p> <p>Rarely praises students and inconsistently attempts to build school pride</p>

effective professional learning communities aligned with school goals, focused on results characterized by instructional planning and student learning

Designs and uses a communication system to exchange information among school community

Ensures the physical plant is attractive and welcoming

Provides information in different formats in multiple ways through different media in

O2

Maximize available resources, including finances and time to achieve school goals

Strong plus:

Reviews and monitors the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs

Solicits input from various stakeholders To determine the best use of financial resources to impact student achievement

Effective plus:

Consistently

allocates resources to support school vision and mission with foresight to potential problems and stakeholder investment

Uses input from staff to establish funding priorities that are equitable and provide a balanced

Allocates resources to support school vision and mission
Manages human capital strategically to meet the needs of the students.

Utilizes a processing system to prioritize a budgetary needs based on school goals

Has knowledge of school budget and accounting procedures to support effective teaching

		Utilizes a system to equitably manage financial resources			
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ORGANIZATIONAL MANAGEMENT	EVIDENCE/ARTIFACTS
Build effective organizational structures and systems to ensure a safe, high performing learning environment	<ul style="list-style-type: none"> • Organizational charts include clear roles and responsibilities of faculty and staff. • SPMT, DATA TEAMS, SSST schedules, etc. • Agendas and minutes from various meetings distributed to the entire school community. • Agenda of Parent Organizations demonstrate encouragement and support by school leaders. • School handbook • All schedules reflect school priorities. • Clear systems and procedures in place to ensure school safety
Maximize available resources, including finances and time to achieve school goals	<ul style="list-style-type: none"> • Budget plan and rationale • Policies and procedures maximize human capital. • Demonstrates improvement in reducing behavioral suspensions and referrals to special education.

Principal and Assistant Principal Professional Values Performance Continuum

Collaboration and Collegiality		
Exemplary	Effective	Needs Improvement
Creates and/or leads initiatives that engage stakeholders to improve learning across the school	Shares ideas and approaches with stakeholders in an effort to drive learning across the school	Does not effectively collaborate with stakeholders, or does so inconsistently. Does not support ideas that contribute to learning across the school.
Leads school/district committees that contribute to the work of school/ district policy or practice	Actively participates as a member of school committees and teams	Does not support school committees and creates a negative environment that impedes committee work
In collaboration with stakeholders, leads school level teams to improve best practices	Provides leadership to school teams to improve instructional practices	Does not contribute to team dialogue in a productive manner.
Professional Growth		
Exemplary	Effective	Needs Improvement
Continuously engages in learning to that aligns to the needs of the district.	Uses research /data to improve teaching and learning approaches for self and are aligned to the school vision.	Is unfamiliar with best practices and/or research in teaching and learning. Does not seek out professional learning opportunities for self.
Collects a variety of data/research and uses these to support student outcomes.	Actively prepares and reflects in preparation for development conversations with school staff and stakeholders.	Does not reflect on self-development needs. Does not contribute to others development.
Is reflective with self and others about their professional growth needs.	Reflects and prepares in preparation for development conversations with IM.	Does not accurately identify strengths and areas needing development.

Reliability		
Exemplary	Effective	Needs Improvement
Prepares and provides professional activities that are well planned, timely, and engaging	Arrives to professional activities on time, well prepared to engage in the activity.	Is frequently late, misses or unprepared for professional activities.
Completes all responsibilities at the highest standards of quality	Reliably carries out all paperwork, duties, responsibilities and assignments.	Paper work contains errors. Duties and responsibilities are inconsistently carried out.
Maintains the highest professional conduct, including confidentiality, realizing that ones' behavior directly reflects upon the status of the profession	Maintains the confidentiality of information.	Engages in inappropriate behavior that leads to breaks in confidentiality.
High Expectations		
Exemplary	Effective	Needs Improvement
Makes the well being of all students the fundamental value in decision-making	Acts on the belief that all students can learn to the fullest extent of their abilities	Beliefs and actions are not aligned to the school/district vision to support all students.
Provides opportunities for others to grow in the profession by providing specific feedback for development	Accurately identifies strengths and areas of development for students and staff	Is unable to or does not provide meaningful and/or supportive feedback to students and staff.
Encourages others to develop and evaluate instructional practices	Promotes on-going development of instructional practices	Does not provide meaningful professional learning that engages others in the utilization of researched based instructional practices
Respect		
Exemplary	Effective	Needs Improvement
Provides leadership to all stakeholders that encourages collaboration and consensus building.	Interacts with stakeholders in ways that improves relationships	At times, communicates with stakeholders in a disparaging manner
Models and maintains the highest standards of professional conduct at all times.	Responds to others with dignity and respect	Communication often offends others. Communication is directive rather than open.
Demonstrates respect to others in all forms of communication and considers others culture, customs, and beliefs in communication and decision-making	Maintains cordial relationships with stakeholders. Communicates with others in an affirmative manner.	Relationships stakeholders are often strained.

Responsiveness and Outreach

Exemplary	Effective	Needs Improvement
Works regularly with stakeholders to improve instruction and is an integral part of the school community.	Frequently collaborates with stakeholders to improve instructional practices.	Does not proactively engage school staff in improving instructional practices.
Provides stakeholders with data, analysis of data, and offers recommendations for improving student outcomes.	Informs and provides support to stakeholders when data indicates a drop in student performance.	Does not share data with stakeholders or provide appropriate follow-up to improve student performance.
Encourages and supports innovation, adaptability and flexibility in order to improve outcomes for teachers and students.	Supports stakeholders in developing intervention plans or professional learning opportunities that will improve student outcomes.	Has limited interactions with stakeholders and/or does not provide support/feedback for improving student outcomes.

Professionalism and Judgment

Exemplary	Effective	Needs Improvement
	Acts ethically with integrity and honesty.	Acts dishonorably at times. Has been dishonest or unfair towards others.
	Demonstrates conduct that is consistent with the CT Code of Professional Responsibility for School Administrators.	Frequently borders on violating aspects of the CT Code of Professional Responsibility for School Administrators.
	Maintains the standards, and seeks to improve effectiveness of the profession, through research and continuing development for self and others	Behavior and standards of the profession are not met.