**Southington Public Schools**

**Southington, CT**

**Southington Administrator Support Plan**

***The content of this document is meant for use in the Southington Public School District beginning in the year 2021-2022. The content of this document has been designed by committee consensus.***

**Southington’s Administrator Evaluation and Support**

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**2021-2022**

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**Introduction**

Southington’s administrator evaluation and development system is applicable to all administrators working under the 092 certification. The Superintendent of Southington Public Schools shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes. This plan ascribes to the Common Core of Leading: Connecticut School Leadership Standards. This plan defines effective practice, encourages the exchange of accurate, use­ful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

**Design Principles**

***Purpose and Rationale***

Southington Public Schools has, through initial and ongoing collaboration among myriad community stakeholders, teachers and administrators, established its Vision of the Graduate: *A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.* The effective administrator enriches school life, enhances teacher effectiveness and therefore student achievement, and is perceived as an invaluable collaborator among community stakeholders The purpose of the Southington Administrator Evaluation and Support system is to evaluate administrative performance and strengthen practice with a focus on the 6C’s of 21st century learning: Critical thinking, Creativity, Communication, Collaboration, Content mastery, and global Citizenship.

***Core Design Principles***

1. Administrator performance is evaluated in four areas:

* Student learning (45%)
* Administrator practice (40%)
* Stakeholder feedback (10%)
* Teacher effectiveness (5%)

1. Growth over time is an inherent expectation.
2. To ensure the accuracy of ratings, evidence of performance and observation of practice within the CCL Leadership Standards is paramount; however, of equal importance are the professional conversations between the evaluator and his/her evaluatee. Both should be considered to make an informed judgment about the quality and efficacy of practice.

This document describes the process of evaluation and delineates the four components that form its basis ~ *leadership practice, stakeholder feedback, student learning* and *teacher effectiveness*.

The sequence of steps taken by the evaluator/evaluatee to conclude a summative rating for the evaluatee is specified.

**Administrator Evaluation and Development Overview**

Southington’s evaluation and development plan consists of multiple measures to ensure a comprehensive depiction of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. Leadership Practice Related Indicators: This category contains components that positively impact student learning.
2. Observation of Leadership Performance and Practice (40%) as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
3. Stakeholder Feedback (10%) on leadership practice through surveys
4. Student Outcomes Related Indicators: This category is comprised of two components that reflect the administrator’s contribution to student academic progress at the school and classroom level.
5. Student Learning (45%) assessed in equal weight by progress derived from performance/growth on three locally-determined indicators
6. Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs)

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

**Exemplary** – substantially exceeding indicators of performance

**Proficient** – meeting indicators of performance and also meets the high standards of the district

**Developing** – meeting some indicators of performance but not others

**Below Standard** – not meeting indicators of performance.

**Process and Timeline**

***Orientation***

To begin, the superintendent or designee will provide the administrator with materials that present the evaluation and development process along with any necessary information (e.g., SPI, Stakeholder Survey results, District Strategic Plan, district-wide data). Materials must include the following:

🗹 assessment rubric for administrator practice

🗹 instruments employed to gather feedback from staff, families, and, if incorporated, student feedback

🗹 forms utilized within the process

🗹 a copy of this document which details the process and calculation involved in integrating the elements of evaluation into an overall, summative rating.

***Conferences***

|  |
| --- |
| **Goal-setting & Planning** |
| By November 15 |
| * Orientation (prior to school year) * Administrator Goal-setting * Goal-setting Conference |

|  |
| --- |
| **Mid-Year Check in** |
| January-March 14 |
| * Mid-year conference   to review goal and performance status |

|  |
| --- |
| **End of Year Review** |
| By June 30 |
| * Administrator self-reflection * End of year conference * Superintendent Rating   and Summary Report |

***Step 1 / Goal-setting***

Prior to the goal-setting conference, the administrator will craft at least three student learning Indicators and one Survey Target that will form the basis of discussion. A focus area or areas to support the achievement of the Indicators and Survey Target will be identified in this conference. While it is understood that any administrator shall attend to each of the Common Core of Leading: Connecticut School Leadership Standards, a given Domain Indicator from the Southington Leader Evaluation and Support Rubric 2019 may form the focus area that can produce the greatest impact on the administrator’s practice and thus, summative evaluation rating.

The superintendent or designee and administrator will mutually agree on the measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator will also identify the focus area(s) for development of administrator practice aligned to the Connecticut School Leadership Standards. Any professional development and resource needs to support the administrator in meeting the performance targets will be discussed. If the evaluator and the evaluatee are unable to agree on the goals, the sources of evidence, and/or support needed, the dispute shall be submitted to a subcommittee of Southington’s Administrator Evaluation and Support Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Support Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them.  The decision of the evaluation team shall be binding. Orientation and the goal-setting conference results are depicted below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Available Data**  **Superintendent’s**  **Priorities**  (e.g., Close literacy and math achievement gaps between high needs students and all students.  Improve SRBI systemic delivery.)  **School**  **Improvement Plan**  (e.g., Align curriculum and instruction to the district Vision of the Graduate)  **Prior Evaluation**  **Results** | **🡺🡺🡺**  **🡺🡺🡺**  **🡺🡺🡺**  **🡺🡺🡺** | **Indicator 1**  By June, in an effort to close the rate of achievement gaps between the school’s high needs students and non-high needs students, students in special education will achieve typical growth (40) in literacy and math as measured by STAR’s Student Growth Percentile (SGP).  **Indicator 2**  By June, students involved in the SRBI process will achieve outcomes that enable academic and behavioral success as evidenced by the number of interventions and their outcomes. Outcomes which support success are defined as exit, monitor status placement, level reduction from tier 3 to 2, typical growth (40) as measured by STAR SGP, and referral to 504 or special education.  **Indicator 3**  By June, student learning shall further its alignment to the Vision of the Graduate’s 4C’s through teacher and administrator collaboration on a shared understanding of the 21st century graduate and construction of a conceptual framework that integrates the 4 C’s within multiple disciplines. Achievement of the shared understanding and integration shall be assessed through a district, anonymous survey.  **Survey Target** | **🡺🡺🡺**  **🡺🡺🡺**  **🡺🡺🡺**  **🡺🡺🡺** | **Focus Area(s)**  ***Aligned to***  ***Southington Leader Evaluation and Support Rubric 2019***  ***and may be selected to assist in accomplishing the Indicators and/or Survey Target or to strengthen a Performance Expectation Element.*** |

Forty-five percent (45%) of an administrator’s summative rating is based on local student learning indicators.

This forty-five percent (45%) of an administrator’s evaluation shall be based on three locally-determined indicators of student learning. Administrators establish three student learning indicators: one standardized indicator, one non-standardized indicator based on a subject or grade not assessed by the state, and one non-standardized transdisciplinary indicator. Any measure must be aligned to Common Core of State Standards and Connecticut Content Standards. ***For administrators in high schools, selected indicators 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.***

***Indicators***

1. For school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator’s school and may include the following:

* Student performance or growth on district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, etc.).
* Students’ progress toward graduation in the school using 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.
* Other indicators proposed by the district.

1. For assistant principals, indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of that assistant principal.
2. For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.

In the selection of indicators, the district may establish its own district-wide indicators or may allow administrators and their evaluators to craft mutually agreed upon student learning objectives specific to that administrator.

Locally established indicators will align to the Common Core State Standards or where no standards are available will align to research-based learning standards.

For any administrator assigned to a school in “review” or “turnaround” status in the state’s accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school’s mandated Improvement Plan.

***Step 2 / Plan Implementation and Evidence Collection***

As the evaluatee implements the plan, he/she and the evaluator both collect evidence about the evaluatee’s practice. Observation of evaluatee practice can vary in length, setting, and focus. Observations shall be followed by timely oral or written feedback. Besides school site visits, there are no prescribed evidence collection requirements. Equally as valuable as a school site visit, arguably more so, is the observation of the evaluatee’s day to day work. This plan relies on the professional judgment of the evaluatee and evaluator to determine source evidence and means of collection.

School site visits/observations may take, but are not limited to, the following forms:

* Observation of Administrative/Leadership Team meetings with administrator as facilitator (e.g., Data-team, SRBI, faculty, etc.)
* Observation of Administrative/Leadership systems established by administrator (e.g., grade level cohort meeting, team meeting, teacher practice in multiple classrooms, etc.).
* Observation of the administrator’s day to day site work, the handling of typical and atypical demands
* Participation in district committee meetings

***Step 3 / Mid-year Formative Review***

In January-March 14, the evaluator shall hold a conference meeting with the evaluatee on the status of his/her SLO(s) and Survey Target progress. Discussion of the administrator’s practice shall also occur. This meeting affords the opportunity to revise any goal/target outcome that has been impacted by a change of context (e.g., a large influx of new students).

***Step 4 / Self-Reflection***

In the spring, the evaluatee reflects and assesses his/her practice on the Southington Leader Evaluation and Support Rubric 2019. This reflection should involve consideration of the following:

* Need to grow and improve practice on a given Domain Indicator;
* Strengths within a given Domain but potential for growth or improvement; and,
* Consistent effectiveness on a given Domain Indicator.

This self-reflection shall be submitted to the evaluator prior to the End of the Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

***Step 5 / Summative Review and Rating***

The evaluator and evaluatee meet to conduct the summative review conference in the late spring to discuss the evaluatee’s self-reflection and all evidence collected over the course of the year. The evaluator uses the meeting to convey strengths and growth areas. Based upon a preponderance of evidence, a holistic rating is assigned by utilizing the specified processes under **Formulating the Summative Rating** on page 12 and the **Summative Administrator Evaluation Rating** on page 13. If in the event a written formal rating is not presented during the summative review conference and is presented no later than June 30, the evaluator shall identify the probable rating to the evaluatee.

**Formulating the Summative Rating**

**Leadership Practice Related Indicators**

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

* Observation of Leadership Practice **(40%)**
* Stakeholder Feedback **(10%)**

***Category #1 Observation of Leadership Performance & Practice (40%)***

Leadership practice is described by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. **Vision, Mission, and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe high-performing learning environment*.
4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting educations.*

The Southington Leader Evaluation and Support Rubric 2019 is based on these standards but consolidates the six performance expectations into two domains for the purpose of describing essential and crucial aspects of the district’s leader practice.

**Domain 1 – Leadership**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Development of a shared vision expressed in mission and goals focused on high expectations for all students*

*\*Implementation of practices to support and retain highly qualified staff*

*\*Improvement of curriculum, instruction, and assessment through continuous monitoring*

*\*Demonstration of a commitment to high-quality systems for professional learning and development*

*\*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

**Domain 2 – Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Employment and retention of highly qualified staff*

*\*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*

*\*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

In order to arrive at these ratings, administrators are measured against the **Southington Leader Evaluation and Support Rubric 2019 (Appendix B)** which describes leadership actions across four performance levels for each of the two Domains. The four performance levels are **Exemplary, Proficient, Developing,** and **Below Standard.** The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every Domain Indicator within the **Southington Leader Evaluation and Support Rubric 2019** in order to serve as a guide and resource for evaluators and evaluatees to discuss practice, identify specific areas for growth and development, and have common language to use in describing what improved practice would be. To reiterate, it is understood that any administrator attended to each of the Common Core of Leading: Connecticut School Leadership Standards but a given Domain Indicator or Indicators from **Southington Leader Evaluation and Support Rubric 2019** may have formed the focus area during the goal-setting stage. Leadership practice in this indicator or indicators can produce the greatest impact on the administrator’s practice and thus, summative evaluation rating.

In cases where an evaluatee demonstrates one level of performance for a given indicator and a different level of performance for another Indicator within a Domain, the evaluator will use judgment to decide the level of performance assigned to that Domain. If no identified evidence has been documented for any indicator(s), the preponderance of evidence documented for that Domain shall establish the summative rating for it.

The superintendent or designee (i.e., the primary evaluator) will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary evaluators to assist the primary evaluator.  Complementary evaluators are certified administrators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Evaluatees and evaluators will not be required to complete this rubric at the Indicator level for any self-reflection or evaluation process. Evaluators and evaluatees will review performance and complete evaluation detail at the Domain level and may discuss performance at the Indicator level, using individual Indicators for supporting information as needed. As part of the evaluation process, evaluators and evaluatees should identify areas for ongoing support and growth.

All Indicators of the evaluation rubric may not apply to assistant principals, directors, coordinators, or central office administrators. The district evaluators will generate ratings using evidence collected from applicable Indicators in the **Southington Leader Evaluation and Support Rubric 2019.**

Summative ratings are based on the preponderance of evidence for each Domain in the **Southington Leader Evaluation and Support Rubric 2019**. Domain 1 shall be weighted 70% and Domain 2 shall be weighted 30%. The evaluator will assign a total practice rating based on the criteria in the chart below and generate a summary report of the evaluation prior to June 30. The summary report may be revised based on a review of additional data.

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary** | **Proficient** | **Developing** | **Below Standard** |
| Exemplary on Leadership  +  Exemplary or Proficient on Organizational Systems | Proficient on  Leadership  +  Exemplary or Proficient  on Organizational Systems | Developing on Leadership  +  Proficient or Developing  on Organizational Systems | Below Standard on Leadership    Or  Below Standard on Organizational Systems |

***Category #2 Stakeholder Feedback (10%)***

Feedback from stakeholders is **10%** of an administrator’s summative rating. A survey with measures aligned to CCL: Connecticut School Leadership Standards is administered annually to stakeholders to assess a leader’s effectiveness. The survey shall

* If constructed for school or district-wide purposes, contain a subset aligned to some or all of the CCL: Connecticut School Leadership Standards; and
* Include teachers and parents as stakeholders but may include other staff, community members, and students.

**Examples of Surveyed Stakeholders School-based Administrators**

**Principals**

All parents/guardians

All teachers and staff

All students grades 7-12

**Assistant Principals**

All or a subset of parents/guardians

All or a subset of teachers and staff

All or a subset of students grades 7-12

**Central Office Administrators**

**Assistant Superintendent**

Principals

Subsets of other administrators

Relevant parents/guardians

**Directors and Coordinators**

Principals

Assistant principals

Specific subsets of teachers and staff

Other district specialists

Relevant parents/guardians

The evaluator will assign the 10% Stakeholder Feedback rating based on the criteria in the chart below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary** | **Proficient** | **Developing** | **Below Standard** |
| Substantially exceeded the target | Met target | Made substantial progress but did not meet target | Made little or no progress against target |

The rating reflects the degree to which an administrator has shown growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions:

* Administrators with high ratings previously-rating reflects maintenance of that degree
* Administrators new to the role-reasonable target set using district standards

The evaluator makes an overall determination on the administrator’s Leadership Practice and concludes a rating based on the following weights:

* Observation of Leadership Practice **(40%)**
* Stakeholder Feedback **(10%)**.

Stakeholder feedback shall encompass the following process:

1. Administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
2. Review and analyze standardized district survey results to establish baseline
3. Identify one area for growth, set a target for growth and detail action steps to accomplish that growth
4. In the spring, administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
5. Aggregate and reflect on data to determine whether the action steps taken resulted in the established target being achieved

*More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.*

**Formulating the Summative Rating**

**Student Outcomes Related Indicators**

This category is comprised of two components that reflect the administrator’s contribution to student academic progress at the school and classroom level.

* Student Learning (45%) assessed in equal weight by performance and growth on three locally-determined measures
* Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs)

***Category #3 Student Learning (45%)***

Student learning is assessed in equal weight by performance and growth on three locally-determined measures. Each of these measures will have a weight of **15%** and together they will constitute the **45%** of the administrator’s evaluation.

***Locally-determined Measures (Student Learning Objectives)***

Administrators are evaluated on the outcomes of three student learning indicators: one standardized indicator, one non-standardized indicator based on a subject or grade not assessed by the state, and one non-standardized transdisciplinary indicator. ***For administrators in high schools, selected indicators 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.*** A rating is assigned based on the results of the indicator measures and the mid-year and end of year conferences in which

1. adequate data was collected to enable the evaluator to make a fair judgment about whether the administrator met established objectives;
2. objectives are based on review of student characteristics (e.g., attendance, demographic and learning characteristics) relevant to the assignment of the administrator;
3. data informed mid-year conference and opportunity existed at mid-year to adjust performance targets;
4. summative data informed summative rating; and
5. professional resources are appropriate to supporting the administrator in meeting performance targets

Rating is assigned as illustrated in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary** | **Proficient** | **Developing** | **Below Standard** |
| Exceeded each indicator’s objective substantially  Or  Exceeded one indicator’s objective and substantially exceeded the other two | Met each indicator’s objective  Or  Met one indicator’s objective and made substantial progress on the other two | Met one indicator’s objective and did not meet the other two indicators’ objectives nor make substantial progress | Met no indicator’s objective |

***Category #4 Teacher Effectiveness (5%)***

Teacher effectiveness -as measured by an aggregation of teachers’ student learning objectives (SLOs)- is **5%** of an administrator’s evaluation. A central office administrator will be responsible for the teachers under his/her assigned role. All other administrators will be responsible for the teachers assigned to their given schools or a subset within those schools.

The administrator’s rating for teacher effectiveness is assigned as illustrated in the table below.

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

The evaluator makes an overall determination on the administrator’s Student Outcomes Related Indicators and concludes a rating based on the following weights:

* Student Learning **(45%)**
* Teacher Effectiveness Outcomes **(5%)**.

**Summative Administrator Evaluation Rating**

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

**Exemplary** – substantially exceeding indicators of performance

**Proficient** – meeting indicators of performance

**Developing** – meeting some indicators of performance but not others

**Below Standard** – not meeting indicators of performance.

The evaluator applies the overall rating for Leadership Practice derived from Observation of Leadership Performance and Practice **(40%)** and Stakeholder Feedback **(10%)** and the overall rating for Student Outcomes derived from Student LearningIndicators **(45%)** and Teacher Effectiveness Outcomes **(5%)** areapplied to the following matrix. The summative rating is identified where the two ratings intersect.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Student Outcomes*** |  | ***Leadership Practice*** | | | |
| ***Rated*** | ***Exemplary*** | ***Proficient*** | ***Developing*** | ***Below Standard*** |
| ***Exemplary*** | **Rate Exemplary** | **Rate Exemplary** | **Rate Proficient** | **Gather further information** |
| ***Proficient*** | **Rate Exemplary** | **Rate Proficient** | **Rate Developing** | **Gather further information** |
| ***Developing*** | **Rate Proficient** | **Rate Proficient** | **Rate Developing** | **Rate Below Standard** |
| ***Below Standard*** | **Gather further information** | **Rate Developing** | **Rate Developing** | **Rate Below Standard** |

The evaluator completes the summative evaluation report and shares it with the evaluatee. It shall be placed into the evaluatee’s personnel file. If, within two weeks of the report’s receipt, the evaluatee requests, his/her written comments shall be added to the report in the personnel file.

Written summative ratings must be completed for all administrators by June 30 of a given school year. Should data (i.e., survey results, teacher effectiveness ratings, summative student learning indicators) not be available at the time of a final rating, a rating must be completed based on the evidence that is available.

* If the stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
* If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

**Definition of Effectiveness and Ineffectiveness**

Administrator effectiveness will be based upon a pattern of summative ratings derived from the evaluation system. All administrators receiving a summative rating of *Proficient* or *Exemplary* shall be deemed effective. Any administrator not rated *Proficient* or *Exemplary* will be placed on an Improvement and Remediation Plan.

An experienced administrator shall be deemed ineffective if said administrator receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

To be deemed effective, administrators new to the district will be required to have no more than one summative rating of *Developing* intheir first year and a summative rating of *Proficient* or *Exemplary* in their second year.

**Improvement and Remediation Plan**

It is understood that an administrator shall 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 concern in its earliest stage.

If an administrator’s performance is projected *Developing* or *Below Standard* or rated *Developing*, it signals the need for focused support and development. An Improvement and Remediation Plan will be constructed in collaboration with the evaluator and evaluatee who is entitled to representation by his/her exclusive bargaining unit representative. The plan is to be created within 30 work days after the completion of the summative rating conference.

The plan must include the following components:

* Area(s) in need of improvement;
* Evidence from the Mid-Year Formative Review or Summative Evaluation that shows an area(s) needing improvement (i.e., Southington Leader Evaluation and Support Rubric 2019 - Domain ratings of *Developing* or *Below Standard*);
* Exemplar practices/strategies in the area(s) identified as needing improvement that the evaluatee can implement;
* Specific tasks the evaluatee will complete that will improve Domain ratings
* List of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor);
* How the evaluatee will demonstrate progress towards *Proficient* in the identified area(s) in need of improvement through observation, data, evidence, etc.;
* Timeline for meeting the year-end summative rating of no less than **Proficient** which identifies a mid-year conference in January;
* scheduled observations and periodic meetings which occur at designated frequency; and,
* all evaluative feedback will include a written summary.

The evaluator and evaluatee will sign the plan and copies will be distributed to all those involved in its implementation including the superintendent. The content of the plan shall be confidential.

To be deemed effective, the administrator upon conclusion of his/her Improvement and Remediation Plan must receive a rating of *Proficient* or better.

**Dispute Resolution Process**

A dispute shall be submitted to a subcommittee of Southington’s Administrator Evaluation and Support Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Support Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.  Resolutions must be topic specific and timely.  Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

**Appeal Timeline**

1. A dispute arises over objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.

(e.g., Administrator did not receive his/her End–of-Year Summative evaluation form, at the least prior to June 30.)

1. Administrator submits a written appeal to superintendent and the president of the collective bargaining unit within seven (7) calendar days of receiving the disapproval of goals, the feedback on performance and practice or the final summative rating. Administrator submits a written rebuttal to be attached to the document under appeal.
2. The subcommittee of the Southington Professional Development and Evaluation Committee (PDEC) conducts a hearing within fifteen (15) school days during a school year of receiving an appeal of the disapproval of goals or the feedback on performance and practice or (7) calendar days of receiving an appeal of the final summative rating. A decision shall be rendered within (5) school days on an appeal of the disapproval of goals or the feedback on performance and practice or (5) calendar days of receiving an appeal of the final summative rating.
3. This appeal timeline is subject to modification through mutual agreement between the Southington Administrators Association and the superintendent or his/her designee.

**Ensuring Fairness and Accuracy: Evaluator Training**

The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback. Ongoing calibration activities will be incorporated into this training. Its purpose is to improve teacher effectiveness thereby optimizing student performance.

**Evaluation-informed Professional Learning**

As this evaluation process identifies the needs of individual or groups of individual administrators, the district will provide professional learning opportunities. These opportunities shall be linked to the specific outcomes of the evaluation process as they relate to student learning needs, professional practice needs, and/or the results of stakeholder feedback. These opportunities shall support the requisite skills/attributes of the district’s Vision of the Graduate.

Examples:

* Coaching vs. Evaluating Workshops
* Interviewing Workshops
* Leadership Team Meetings
* Legislative/Legal Updates Sessions
* Design Your Own Professional Development (DYOPD)

**Career Development and Professional Growth**

The district will provide opportunities for administrator career development and professional growth based on performance identified through the evaluation process. These opportunities include, but are not limited to,

* observations of peers
* mentoring/coaching early career administrators
* participation in improvement and remediation plans for peers whose performance has necessitated them
* conducting professional learning workshops for peers, and
* targeted professional development based on areas of need.

**Appendix A**

**Common Core of Leading: Connecticut School Leadership Standards**

**C o m m o n C o r e o f L e a d i n g :**

**Connecticut School Leadership Standards**

**\*Performance Expectations, Elements and Indicators**

**June 27, 2012**

**\*For further information, visit:** [**http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&Q=333900**](http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&amp;Q=333900)

**Overview of the Performance Expectations, Elements and Indicators**

# PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

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

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

# PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

**Element C. Assessment and Accountability:**

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

# PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

**Overview of the Performance Expectations, Elements and Indicators**

# PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

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

# PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

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

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

# PERFORMANCE EXPECTATION 6: The Education System

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

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

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

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

**PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

**PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

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

***Dispositions*** exemplified in Expectation 1:

*Education leaders believe in, value, and are committed to*

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

***Narrative***

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

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

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

**PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

# Element A: High Expectations for All

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

**Indicators: *A leader…***

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders3 to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

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

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

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

**PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

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

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

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

**Indicators: *A leader…***

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

Seeks and aligns resources to achieve the vision, mission, and goals.

**PERFORMANCE EXPECTATION 2: Teaching and Learning**

**PERFORMANCE EXPECTATION 2: Teaching and Learning**

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

***Dispositions*** exemplified in Expectation 2:

*Education leaders believe in, value, and are committed to*

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

***Narrative***

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

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

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

**PERFORMANCE EXPECTATION 2: Teaching and Learning**

**Element A: Strong Professional Culture**

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

**Indicators: *A leader…***

1. Develops shared understanding and commitment to close achievement gaps4 so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty5 teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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

5 **faculty**: certified school faculty.

**PERFORMANCE EXPECTATION 2: Teaching and Learning**

**Element B: Curriculum and Instruction**

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

**Indicators: *A leader…***

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

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

**PERFORMANCE EXPECTATION 2: Teaching and Learning**

**Element C: Assessment and Accountability**

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

**Indicators: *A leader…***

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information7 to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

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

**PERFORMANCE EXPECTATION 3: Organizational Systems and Safety**

**PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety**

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

***Dispositions*** exemplified in Expectation 3:

*Education leaders believe in, value, and are committed to*

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

***Narrative***

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

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

**PERFORMANCE EXPECTATION 3: Organizational Systems and Safety**

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

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 3: Organizational Systems and Safety**

**Element B: Operational Systems**

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 3: Organizational Systems and Safety**

**Element C: Fiscal and Human Resources**

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 4: Families and Stakeholders**

**PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders**

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

***Dispositions*** exemplified in Expectation 4:

*Education leaders believe in, value, and are committed to*

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

***Narrative***

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

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

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

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

**PERFORMANCE EXPECTATION 4: Families and Stakeholders**

**Element A: Collaboration with Families and Community Members**

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 4: Families and Stakeholders**

**Element B: Community Interests and Needs**

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

**Indicators: *A leader…***

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity8 of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

**PERFORMANCE EXPECTATION 4: Families and Stakeholders**

**Element C: Community Resources**

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 5: Ethics and Integrity**

**PERFORMANCE EXPECTATION 5: Ethics and Integrity**

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

***Dispositions*** exemplified in Expectation 5:

*Education leaders believe in, value, and are committed to*

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

***Narrative***

Connecticut school leaders exhibit professional conduct in accordance with

*Connecticut's Code of Professional Responsibility for Educators (Appendix A).*

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

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

**PERFORMANCE EXPECTATION 5: Ethics and Integrity**

**Element A: Ethical and Legal Standards of the Profession**

Leaders demonstrate ethical and legal behavior.

**Indicators: *A leader…***

1. Exhibits professional conduct in accordance with Connecticut’s Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice9 for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

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

**PERFORMANCE EXPECTATION 5: Ethics and Integrity**

**Element B: Personal Values and Beliefs**

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 5: Ethics and Integrity**

**Element C: High Standards for Self and Others**

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

**Indicators: *A leader…***

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

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

**PERFORMANCE EXPECTATION 6: The Education System**

**PERFORMANCE EXPECTATION 6: The Education System**

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

***Dispositions*** exemplified in Expectation 6:

*Education leaders believe in, value, and are committed to*

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

***Narrative***

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

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice.

Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

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

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

**PERFORMANCE EXPECTATION 6: The Education System**

**Element A: Professional Influence**

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 6: The Education System**

**Element B: The Educational Policy Environment**

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

**Indicators: *A leader…***

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

**PERFORMANCE EXPECTATION 6: The Education System**

**Element C: Policy Engagement**

Leaders engage policymakers to inform and improve education policy.

**Indicators: *A leader…***

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

**APPENDIX**

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

1. Preamble

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

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

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

**PROFESSIONAL CONDUCT**

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

**APPENDIX**

1. Responsibility to the profession
   1. The professional educator, in full recognition of his or her obligation to the profession, shall:
      1. Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
      2. Uphold the professional educator’s right to serve effectively;
      3. Uphold the principle of academic freedom;
      4. Strive to exercise the highest level of professional judgment;
      5. Engage in professional learning to promote and implement research-based best educational practices;
      6. Assume responsibility for his or her professional development;
      7. Encourage the participation of educators in the process of educational decision making;
      8. Promote the employment of only qualified and fully certified, authorized, or permitted educators;
      9. Encourage promising, qualified, and competent individuals to enter the profession;
      10. Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
      11. Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
      12. Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M)Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

1. Responsibility to the community
   1. The professional educator, in full recognition of the public trust vested in the profession, shall:
      1. Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
      2. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
      3. Promote the principles and ideals of democratic citizenship; and
      4. Endeavor to secure equal educational opportunities for all students.
2. Responsibility to the Student’s Family
   1. The professional educator in recognition of the public trust vested in the profession, shall:
      1. Respect the dignity of each family, its culture, customs, and beliefs;
      2. Promote, respond, and maintain appropriate communications with the family, staff, and administration;
      3. Consider the family’s concerns and perspectives on issues involving its children; and
      4. Encourage participation of the family in the educational process.

**APPENDIX**

**UNPROFESSIONAL CONDUCT\***

1. The professional educator, in full recognition of his or her obligation to the student, shall not:
2. Abuse his or her position as a professional with students for private advantage;
3. Discriminate against students;
4. Sexually or physically harass or abuse students;
5. Emotionally abuse students; or
6. Engage in any misconduct which would put students at risk.
7. The professional educator, in full recognition of his or her obligation to the profession, shall not:
8. Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
9. Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
10. Misrepresent his, her or another’s professional qualifications or competencies;
11. Sexually, physically or emotionally harass or abuse district employees;
12. Misuse district funds and/or district property; or
13. Engage in any misconduct which would impair his or her ability to serve effectively in the profession.
14. The professional educator, in full recognition of the public trust vested in the profession, shall not:
15. Exploit the educational institution for personal gain;
16. Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
17. Shall not knowingly misrepresent facts or make false statements.

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

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

**Appendix B**

**Southington Leader Evaluation and Support Rubric 2019**

***Note color coding used to identify terminology:***

***Domain in red font.***

***Indicators identified in sections colored green.***

***Attributes identified in sections colored yellow.***

***Descriptors identified in sections colored blue.***

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 1: Leadership**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Development of a shared vision expressed in mission and goals focused on high expectations for all students*

*\*Implementation of practices to support and retain highly qualified staff*

*\*Improvement of curriculum, instruction, and assessment through continuous monitoring*

*\*Demonstration of a commitment to high-quality systems for professional learning and development*

*\*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1a. Essence of Leadership**  **Leaders become agents of change through the creation of voice, choice, and engagement among all stakeholders while demonstrating conscious focus on diversity, equity, and inclusion.** | | | | | |
|  | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY**  *All characteristics of* **Proficient** *plus one or more of the following:* |
| KEY ATTRIBUTES OF LEADERSHIP PRACTICE | **Vision, Mission, and Goals**  **Equity, Cultural Competence,**  **And Social Justice**  **Communication and Stakeholder Engagement** | Partial understanding of 21st century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Lacks ability at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.  Beginning to understand usage of data analysis to identify patterns of inequity.  Attempts to build trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.  Demonstrates no collaborative decision-making in implementation of vision, mission, and goals. | Basic understanding and infrequent review of 21st century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Inconsistently demonstrates ability at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.  Annual usage of data analysis to identify patterns of inequity and direct future instruction.  Inconsistently builds trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.  Attempts made at collaborative decision-making in implementation of vision, mission, and goals. | Competent understanding and regular review of 21st century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Effective at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.  Ongoing usage of data analysis to identify patterns of inequity and direct future instruction.  Sufficiently builds trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.  Consistent collaborative decision-making in implementation of vision, mission, and goals. | Thorough understanding and regular review of 21st century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Highly effective at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.  Highly effective usage of data analysis to identify patterns of inequity and direct future instruction.  Effectively builds trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.  Effective contribution in collaborative decision-making in implementation of vision, mission, and goals. |

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 1: Leadership**

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*\*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1b. Curriculum, Instruction, and Assessment**  **Leaders build capacity for continuous improvement through a shared understanding of standards-based best practices aligned to the Vision of the Graduate’s 6 C’s in curriculum, instruction, and assessment that evaluates progress to close achievement gaps.** | | | | | |
|  | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY**  *All characteristics of* **Proficient** *plus one or more of the following:* |
| KEY ATTRIBUTES OF LEADERSHIP PRACTICE | **Curriculum**  **Instruction**  **Assessment and Data-driven Decision-making** | Establishes inconsistent oversight for implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate’s 6 C’s, and incorporates real-world application.  Establishes inconsistent oversight of staff collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.  Partial understanding of 21st century student skills and habits of mind needed to produce the successful graduate.  Establishes inconsistent oversight of staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21st century graduate. | Monitors staff collaborative implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate’s 6 C’s, and incorporates real-world application.  Monitors staff capacity for collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.  Basic understanding of 21st century student skills and habits of mind needed to produce the successful graduate.  Monitors staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21st century graduate. | Facilitates and guides staff capacity for collaborative implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate’s 6 C’s, and incorporates real-world application.  Facilitates and guides staff capacity for collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.  Competent understanding of 21st century student skills and habits of mind needed to produce the successful graduate.  Facilitates and guides staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21st century graduate. | Builds staff capacity for collaborative implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate’s 6 C’s, and incorporates real-world application.  Builds staff capacity for collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.  Thorough understanding of 21st century student skills and habits of mind needed to produce the successful graduate.  Builds staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21st century graduate. |

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 1: Leadership**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Development of a shared vision expressed in mission and goals focused on high expectations for all students*

*\*Implementation of practices to support and retain highly qualified staff*

*\*Improvement of curriculum, instruction, and assessment through continuous monitoring*

*\*Demonstration of a commitment to high-quality systems for professional learning and development*

*\*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

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| --- | --- | --- | --- | --- | --- |
| **1c. Professional Evaluation and Support**  **Leaders establish a collaborative professional learning system that is grounded in the district’s Vision of the Graduate and provides high quality professional development and support for staff.** | | | | | |
|  | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY**  *All characteristics of* **Proficient** *plus one or more of the following:* |
| KEY ATTRIBUTES OF LEADERSHIP PRACTICE | **School/District Improvement Plan-Action Plan and Goals**  **Evidence-based Evaluation and Feedback**  **Build capacity for continuous improvement:**  **Professional Development** | Develops ineffective administrative goals that do not align to district goals, teacher goals, and the Vision of the Graduate.  Obstructs teacher effectiveness of high-quality pedagogy that meets the needs of all learners through use of general feedback, absence of courageous conversations, and inconsistent implementation of evaluation responsibilities.  Developing innovative improvements or solving complex problems to facilitate the development and implementation of curriculum and instruction aligned to the 21st century skills adopted within the district’s Vision of the Graduate. | Develops administrative goals that align to district goals, teacher goals, and the Vision of the Graduate but lack cohesion.    Minimizes teacher effectiveness of high-quality pedagogy that meets the needs of all learners through use of general feedback, inconsistent courageous conversations, partial implementation of evaluation responsibilities.  Inconsistently collaborates with staff in developing innovative improvements or solving complex problems by building capacity to facilitate the development and implementation of curriculum and instruction aligned to the 21st century skills adopted within the district’s Vision of the Graduate. | Develops cohesive administrative goals that align to district goals, teacher goals, and the Vision of the Graduate.  Improves teacher effectiveness of high-quality pedagogy that meets the needs of all learners through use of explicit feedback, courageous conversations, and effective implementation of evaluation responsibilities.  Consistently collaborates with staff in developing innovative improvements or solving complex problems by building capacity to facilitate the development and implementation of curriculum and instruction aligned to the 21st century skills adopted within the district’s Vision of the Graduate. | Develops highly effective, cohesive, administrative goals that align to district goals, teacher goals, and the Vision of the Graduate.  Ensures each teacher’s effectiveness of high-quality pedagogy that meets the needs of all learners through use of explicit feedback, courageous conversations, and effective implementation of evaluation responsibilities.  Leads staff in developing innovative improvements or solving complex problems by building capacity to facilitate the development and implementation of curriculum and instruction aligned to the 21st century skills adopted within the district’s Vision of the Graduate. |

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 2: Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Employment and retention of highly qualified staff*

*\*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*

*\*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2a. Talent Management**  **Leaders implement practices to recruit, select, and retain highly qualified staff in support of the school or district’s vision, mission, and goals.** | | | | | |
|  | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY**  *All characteristics of* **Proficient** *plus one or more of the following:* |
| KEY ATTRIBUTES OF LEADERSHIP PRACTICE | **Recruitment and Selection of Highly Qualified Staff**  **Building Trust, Voice, and Choice** | Lacks ability to implement a process for recruitment and selection of staff that can support the district and school vision, mission, and goals.  Demonstrates discomfort and difficulty with self-control, kindness, empathy, or respect in developing positive relationships among all school staff.  Reluctantly models risk-taking necessitated by the alignment of curriculum and instruction to the 21st century skills adopted within the district’s Vision of the Graduate and prefers staff sustain clarity, structure, and certainty rather than attempting and encountering failure.  Demonstrates discomfort towards constructive criticism and avoids encountering dissent by making decisions with a minimum amount of stakeholder input. | Implements a process for recruitment and selection of staff that is moderately effective in supporting the district and school vision, mission, and goals.  Demonstrates self-control, kindness, empathy, and respect in developing positive relationships among all school staff mostly in comfortable situations.  Attempts to build and nurture staff confidence in risk-taking necessitated by the alignment of curriculum and instruction to the 21st century skills adopted within the district’s Vision of the Graduate.  Occasionally demonstrates open attitude towards constructive criticism and avoids encountering dissent.  Inconsistently acts on the belief: Failure is a learning opportunity. | Develops and implements a process for recruitment and selection of staff that can enhance the district and school vision, mission, and goals.  Demonstrates self-control, kindness, empathy, and respect in developing positive relationships among all school staff even in any situation.  Builds and nurtures staff confidence in risk-taking necessitated by the alignment of curriculum and instruction to the 21st century skills adopted within the district’s Vision of the Graduate.  Demonstrates open attitude towards constructive criticism and tends to avoid encountering dissent.  Adheres to the belief: Failure is a learning opportunity. | Works with key stakeholders and networks to develop process for recruitment and selection of staff that can enhance the district and school vision, mission, and goals.  Demonstrates consistent and sustained self-control, kindness, empathy, and respect in developing positive relationships among all school staff.  Builds and nurtures staff confidence in risk-taking necessitated by the alignment of curriculum and instruction to the 21st century skills adopted within the district’s Vision of the Graduate.  Demonstrates open attitude towards constructive criticism and encountering dissent.  Adheres to the belief: Failure is a learning opportunity. |

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 2: Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Employment and retention of highly qualified staff*

*\*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*

*\*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2b. Operational Management**  **Leaders budget and advocate for fiscal, educational, and technological resources that operate in support of teaching and learning.** | | | | | |
|  | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY**  *All characteristics of* **Proficient** *plus one or more of the following:* |
| KEY ATTRIBUTES OF LEADERSHIP PRACTICE | **Budgeting**  **Resource Allocation for High Quality Learning**  **Build capacity for continuous improvement:**  **Professional Learning System** | Does not develop, and/or monitor a fiscally responsible budget that is aligned to school and district improvement plans and district, state, and federal regulations.  Allocates resources in ways that do not promote educational equity for diverse student, family, and staff needs.  Demonstrates willingness to implement and monitor professional development that builds staff capacity for the integration of 21st century skills adopted within the district’s Vision of the Graduate into curriculum and instruction but only has partial understanding of that work.  Develops a non-cohesive professional learning plan that addresses some but not all areas for improved instruction through superficial analysis of data to increase student outcomes.  Provides limited opportunities for professional learning or provides opportunities that do not result in improved instruction. | Develops, implements, and/or monitors a fiscally responsible budget that is partially aligned to school and district improvement plans and district, state, and federal regulations.  Allocates resources in ways that marginally promote educational equity for diverse student, family, and staff needs.  Implements and monitors professional development that builds staff capacity for the integration of 21st century skills adopted within the district’s Vision of the Graduate into curriculum and instruction.  Develops a professional learning plan that addresses some but not all areas for improved instruction through analysis of data to increase student outcomes.  Establishes or supports professional learning opportunities that only address individuals’ needs to improve instruction through analysis of data to increase student outcomes. | Develops, implements, and monitors a fiscally responsible budget that is aligned to school and district improvement plans and district, state, and federal regulations.  Allocates resources to foster and sustain educational equity for diverse student, family, and staff needs.  Facilitates and guides professional development that builds staff capacity for the integration of 21st century skills adopted within the district’s Vision of the Graduate into curriculum and instruction.  Develops a comprehensive professional learning plan to lead others in improved instruction through reflective practice and analysis of multiple data to increase student outcomes.  Establishes, implements, and monitors a high quality professional learning system that is reflective in nature. | Builds staff capacity to serve relevant roles in budget formulation and monitoring in those applicable areas.  Advocates for financial resources for school or district improvement.  Collaborates with relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family, and staff needs.  Constructs or co-constructs professional development that builds staff capacity to facilitate the integration of the 21st century skills adopted within the district’s Vision of the Graduate into curriculum and instruction.  Collaboratively develops a comprehensive professional learning plan that leads to improved instruction through reflective practice and analysis of multiple data to increase student outcomes.  Fosters leadership opportunities within the professional learning system. |

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 2: Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

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*\*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*

*\*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2c. School Culture and Climate**  **Leaders establish a positive climate for student achievement as well as high expectations for adult and student conduct.** | | | | | |
|  | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY**  *All characteristics of* **Proficient** *plus one or more of the following:* |
| KEY ATTRIBUTES OF LEADERSHIP PRACTICE | **Professional Responsibility and Ethics**  **Positive School Climate for Learning**  **School Site Safety and Security** | Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.  Does not address or use ethical practices in the use of technology among members of the school or district community.  Demonstrates minimal or no awareness of the link between student learning and school climate and/or makes minimal or no effort to improve school climate.  Designs and/or implements a school site safety and security plan which has overlooked safety aspects and fails to enforce its compliance.  Fails to address safety concerns or physical plant maintenance. | Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators but may apply inconsistently.  Recognizes but does not consistently demonstrate the ethical use of technology among members of the school or district community.  Maintains a school climate focused on  high expectations for student learning and personal well-being.  Designs and/or implements a school site safety and security plan which has overlooked safety aspects but does ensure compliance.  Reactively addresses issues and concerns that support a safe school environment.  Oversees maintenance of physical plant and reactively addresses its needs. | Exhibits, models, and promotes the Connecticut Code of Professional Responsibility for School Administrators.  Holds self and others accountable for the legal, social, and ethical use of technology among members of the school or district community.  Maintains and promotes a caring and inclusive school or district climate focused on high expectations for student learning and personal well-being of students and staff.  Designs and/or implements a comprehensive school site safety and security plan and ensures compliance.  Proactively identifies and addresses issues and concerns that support a safe school environment.  Oversees and advocates for maintenance of physical plant. | Maintains the highest standards of professional conduct and holds high expectations of self and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.  Proactively addresses the legal, social, and ethical use of technology among members of the school or district community.  Gives diverse stakeholders significant voice and choice in design and implementation of decisions and policies related to the learning environment.  Gives diverse stakeholders significant voice and choice in design and implementation of decisions and policies related to site safety and security.  Builds staff capacity to identify, address, and/or resolve safety issues and concerns. |

***\*Adapted from EdLeader 21 4 C’s Leadership Practice and Connecticut Leader Evaluation and Support Rubric 2017***

**Appendix C**

**Forms**

**FORM A**

**Initial Evaluation and Development Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Date:** |  |
| **School/Position:** |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STUDENT GROWTH INDICATORS**  **Student Learning Indicators**  Write each indicator and identify what professional learning and/or other type of support would help you to achieve your goals.  **Indicator (IAGD) 1**  **Indicator (IAGD) 2**  **Indicator (IAGD) 3**  **Focus Area: Identify Domain and Performance Indicator.**  Possible Action Step(s):  Identify what professional learning and/or other type of support would help you to achieve your goals.  **Survey Target**  Possible Action Step(s):  **Evaluator Comments**   |  |  |  |  | | --- | --- | --- | --- | | **Administrator:** |  | **Date:** |  | |  |  |  |  | | **Evaluator:** |  | **Date:** |  | |

**FORM B**

**Mid-year Administrator Self-Assessment/Reflection**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Date:** |  |
| **School/Position:** |  |

**Status of Student Learning Indicators**

*Copy and paste original Indicator. If applicable, follow by recording revision. For each Indicator, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Indicator (IAGD) 1:**

Status:

Reflection:

**Indicator (IAGD) 2:**

Status:

Reflection:

**Indicator (IAGD) 3:**

Status:

Reflection:

**Evaluator’s Comments:**

**FORM B (continued)**

**Mid-year Administrator Self-Assessment/Reflection**

**Status of Focus Area Domain/Indicator**

**Focus Area *(****Please record original Focus Area.)***:**

*Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Evaluator’s Comments:**

**Status of Survey Target**

**Survey Target** *(Please record original Survey Target.)***:**

*Consider your overall assessment of progress within the survey target and describe what you have learned and how you will use it going forward.*

**Evaluator’s Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Administrator:** |  | **Date:** |  |
| **Evaluator:** |  | **Date:** |  |

**FORM C**

**End of Year Summative Administrator Self-Assessment/Reflection**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Date:** |  |
| **School/Position:** |  |

**Status of Student Learning Indicators**

*Copy and paste original or revised Indicators.*

*For each Indicator, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Indicator (IAGD) 1:**

Outcome:

Reflection:

**Indicator (IAGD) 2:**

Outcome:

Reflection:

**Indicator (IAGD) 3:**

Outcome:

Reflection:

**Evaluator Comments:**

**FORM C (continued)**

**End of Year Summative Administrator Self-Assessment/Reflection**

**Status of Focus Area Domain/Indicator**

**Focus Area *(****Please record original Focus Area.)*:

*Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Evaluator’s Comments:**

**Status of Survey Target**

**Survey Target** *(Please record original Survey Target.)***:**

*Consider your overall assessment of progress within the survey target, describe what you have done that produced these results, describe what you have learned and how you will use it going forward.*

**Evaluator’s Comments:**

**Summative Rating:**

**Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**