
LEARN Educator Development and Performance Plan:

A Process of Support and Evaluation for All LEARN Professionals



Administrator portion of the LEARN Plan

May 1, 2015

PART THREE: ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

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

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

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

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

Design Principles

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

1 Focus on What Matters Most

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

2 Emphasize Growth Over Time

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

3 Interface of Educational Leadership Practice and Personal Leadership Practice

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

4 School and District Development Planning as the Foundation for Improvement

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

5 Professional Learning and Development

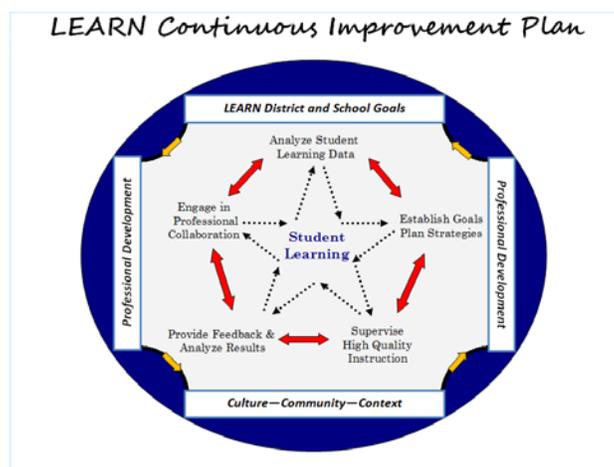
An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that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

6 Consider Implementation at Least as Much as Design

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

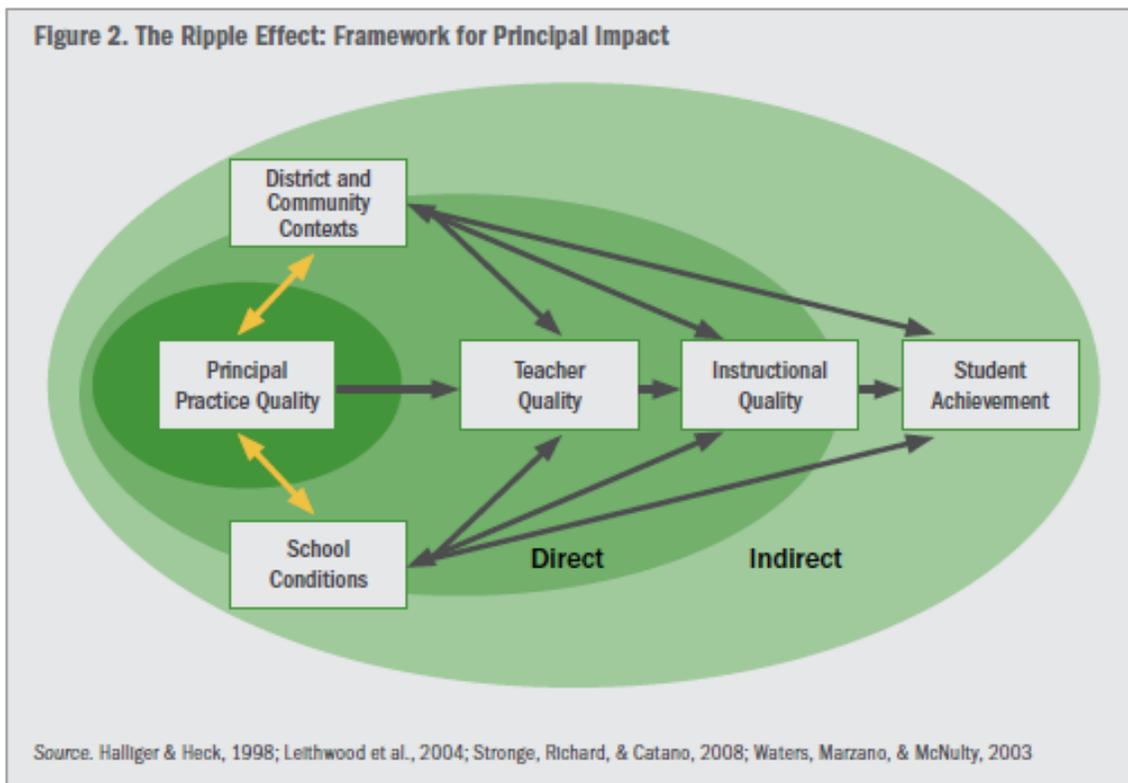
Model of Continuous Improvement

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



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

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



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

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the LEARN Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and LEARN priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

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

Overview of the Process

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

The evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

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

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);
2. Stakeholder survey data are available for review by the administrator;
3. The Executive Director/Superintendent or her designee has communicated student learning priorities for the year;
4. The administrator has developed a school development plan that includes student learning goals; and,
5. The evaluator has reviewed the Educator Development and Performance Plan with the Administrator to orient him/her to the evaluation process.

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

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

July-September: Goal-Setting and Plan Development

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

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

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

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

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

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. For the evaluator, this must include at least **two** and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site are essential.

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

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

Observable Evidence

Directly observing an administrator at work

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

Observing the systems established by the administrator

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

Documented Evidence

Collecting artifacts

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

Reviewing school data

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

January: Mid-year Formative Review

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

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

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

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

April/May: Self-Assessment

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

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

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

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

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

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

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

The Four Components of the Evaluation

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

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

Component One: Leadership Practice Rating (40%)

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

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

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

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

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

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

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

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

2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Administrator evaluators must conduct at least two school site observations for any Administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of Accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.
4. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *accomplished*, *developing*, or *below standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the “Summative Rating Form,” **Appendix.**)

School Based Administrators:

Rate Each Performance Expectation:

1. Instructional Leadership:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

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

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

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

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

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

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

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

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

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

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

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

Assistant Administrators and Other School-Based Administrators:

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

Central Office Administrators

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

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

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

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

Component Two: Stakeholder Feedback (10%)

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

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

Arriving at a Stakeholder Feedback Summative Rating

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

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

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

1. Select appropriate survey measures aligned to the CT Standards for School Leaders.
2. Review baseline data on selected measures.
3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target

6. Assign a rating, using this scale:

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

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

Component Three: Student Learning Indicators (45%)

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

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

Locally Determined Measures

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

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating goals should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):
 - First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
 - The Administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
 - The Administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
 - The Administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
 - The Administrator shares the goals with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

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

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

Component Four: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Determining End of Year Summative Ratings

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

A. PRACTICE:

Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the four Performance Expectations of the LEARN/Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:

Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

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

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

		<i>PRACTICE RELATED INDICATORS RATING</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>OUTCOMES RELATED INDICATORS RATING</i>	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Summative Administrator Evaluation Rating

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the LEARN Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and LEARN priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

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

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

Professional Assistance Plan

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

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

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

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

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

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

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

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

Evaluation-based Professional Learning

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

Career Development and Growth

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

Appendices

- A. LEARN/Shoreline Leadership Framework
- B. LEARN/Shoreline Central Office Leadership Framework
- D. End of Year Conference Guiding Questions for Administrators
- E. Final Summative Rating Form