

The Connecticut Leader Evaluation and Support Rubric 2017

*A Rubric to Guide the Development, Support and Evaluation of
School and District Leaders*



Connecticut State Department of Education

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Introduction

History

Connecticut's first leadership standards were formally adopted in 1999 and after 12 years of use were revised based on the national Interstate School Leadership Licensure Consortium (ISLLC) Standards. The **Common Core of Leading-Connecticut School Leadership Standards (CCL-CSLS)**, adopted by the Connecticut State Department of Education in 2012, currently serves as the foundation for a variety of state functions, including leadership preparation program accreditation, licensure assessment, and administrator evaluation and support throughout an administrator's professional career. The CCL-CSLS identifies six performance expectations that describe the knowledge, skills and dispositions necessary in key areas of leadership practice.

In accordance with the *Connecticut Guidelines for Educator Evaluation*, the *Leader Evaluation Rubric* was developed to describe the indicators of leadership practice within the six performance expectations of the CCL-CSLS in a standards-based rubric with ratings across four performance levels. The *Leader Evaluation Rubric* established a common language to operationalize the six performance expectations as well as to guide professional conversations about leadership practice. The tool was well received as it promoted continuous improvement of school and district leaders; however, feedback from the field indicated the need to revise the rubric in order to remove redundancies and make it more manageable.

In February 2015, the Connecticut State Department of Education (CSDE) convened a Leader Validation Rubric Committee to begin phase one of a validation study of the *Leader Evaluation Rubric*. The committee included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. Their process began by reviewing work that was currently in progress by other organizations, as well as research into rubrics used nationally. What resulted from this intensive process is the *CT Leader Evaluation and Support Rubric 2015*.

Validation Process

The *CT Leader Evaluation and Support Rubric 2015* has been in use in many school districts or Local Educational Agencies (LEAs) since its release in 2015. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from administrators and their evaluators using the rubric and to facilitate data collection activities during the 2016–17 academic year. These activities included:

Fairness Review—Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to administrators of all grade levels and their evaluators content areas, and assignments.

Surveys—Administrators and their evaluators in districts using the *CT Leader Evaluation and Support Rubric 2015* participated in an electronic survey to quantitatively and qualitatively evaluate the *CT Leader Evaluation and Support Rubric 2015* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2014–15 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CT Leader Evaluation and Support Rubric 2015*. The *CT Leader Evaluation and Support Rubric 2017* is the result of this validation process.

As with any tool for the observation of educator performance and practice, the *CT Leader Evaluation and Support Rubric 2017* is offered as an option for use as part of a district's evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC).

Structure of the *CT Leader Evaluation and Support Rubric 2017*

The *CT Leader Evaluation and Support Rubric 2017* is organized into four domains and addresses leadership practices from each of the six performance expectations of the CCL-CSLS. The four domains are as follows: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. While the *CT Leader Evaluation and Support Rubric 2017* is one option to use in the evaluation and support of administrators, the CCL-CSLS still remain as Connecticut's leadership standards and apply to all Connecticut administrators. Please note that in the progression of practice across four levels of performance that the performances described in the Exemplary column are in addition to the performances described in the Proficient column. The *CT Leader Evaluation and Support Rubric 2017* also includes Potential Sources of Evidence. Each administrator and his or her evaluator are encouraged to discuss which sources of evidence would provide the most useful information about the administrator's performance and practice during the goal-setting process. The list of sources provided is not intended to be all inclusive but serves as an illustrative sampling.

Initial responses to the revised *CT Leader Evaluation and Support Rubric 2017* praise the emphasis on a leader's role in the following key areas: the alignment of school and district improvement processes; recruitment, development, and retention of an effective

and diverse workforce; commitment to equitable and ethical practices; and investment in building the capacity of others to expand and exhibit their leadership potential.

Training and Calibration

The *CT Leader Evaluation and Support Rubric 2017* may be used by evaluators who have been trained in conducting effective observations and providing high-quality feedback. CSDE-sponsored trainings include training focused on the use of the *CT Leader Evaluation and Support Rubric 2017*, as well as on the administrator evaluation and support model as a whole. Accurate and reliable evaluation of administrator performance and practice based on the domains, indicators and attributes of the *CT*

Leader Evaluation and Support Rubric 2017 can only be achieved through training, experience and professional judgement. To ensure consistent and fair evaluations across different observers and settings, evaluators need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of effective leadership practice will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer an opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CT Leader Evaluation and Support Rubric 2017* and ensure evaluators can accurately measure leadership practice as described in the indicators within the rubric.

Comparison of *CT Leader Evaluation Rubric* and *CT Leader Evaluation and Support Rubric 2017*

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

CT Leader Evaluation Rubric	CT Leader Evaluation and Support Rubric 2017
<p>Performance Expectation 1: Vision, Mission and Goals:</p> <ul style="list-style-type: none"> Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals <p>Performance Expectation 2: Teaching and Learning</p> <ul style="list-style-type: none"> Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability <p>Performance Expectation 3: Organizational Systems and Safety</p> <ul style="list-style-type: none"> Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources <p>Performance Expectation 4: Families and Stakeholders</p> <ul style="list-style-type: none"> Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources <p>Performance Expectation 5: Ethics and Integrity</p> <ul style="list-style-type: none"> Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others <p>Performance Expectation 6: The Education System</p> <ul style="list-style-type: none"> Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement 	<p>Domain 1: Instructional Leadership</p> <ul style="list-style-type: none"> Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement <p>Domain 2: Talent Management</p> <ul style="list-style-type: none"> Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation <p>Domain 3: Organizational Systems</p> <ul style="list-style-type: none"> Indicator 3.1 Operational Management Indicator 3.2 Resource Management <p>Domain 4: Culture and Climate</p> <ul style="list-style-type: none"> Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

<p>▶ Domain 1: Instructional Leadership</p>	<p>▶ Domain 2: Talent Management</p>
<p><i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</i></p> <p>1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p>1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p>1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p>	<p><i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</i></p> <p>2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district’s vision, mission and goals.</p> <p>2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission and goals.</p> <p>2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p>
<p>▶ Domain 3: Organizational Systems</p>	<p>▶ Domain 4: Culture and Climate</p>
<p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p> <p>3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p>3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>	<p><i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.</i></p> <p>4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <p>4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p>4.3 Equitable and Ethical Practice — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.</p>

Domain 1: Instructional Leadership

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

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

Domain 1: Instructional Leadership

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

1.2 Curriculum, Instruction and Assessment						
Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Curriculum development	Few or no processes are established to implement and/or evaluate curriculum and instruction.	Establishes inconsistent processes to implement and/or evaluate curriculum and instruction.	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> Professional development sessions Educator evaluation data Student learning data (formative and summative) Data team agendas, minutes, observations School or district improvement plan Curriculum guides Lesson plans Faculty meeting agendas, minutes, observations Teacher formative assessments Student learning goals or objectives and indicators of academic growth and development (IAGDs)
	Instructional strategies and practices	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students ¹ .	Promotes evidence-based instructional strategies and practices that address the diverse needs of students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
	Assessment practices	Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

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

Domain 1: Instructional Leadership

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

1.3 Continuous Improvement						
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs.	Uses some data to guide ongoing decision-making to address student and/or adult learning needs.	Analyzes varied sources of data ² about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.	<ul style="list-style-type: none"> School or district improvement plan Leadership team agendas, minutes, observations Faculty or departmental meeting agendas, minutes, observations Professional development plan Data team schedule, processes and minutes Data team agendas, minutes, observations Educator evaluation data, including informal or formal observations Student intervention data Parent group agenda, minutes, observations School governance council agendas, minutes, observations
	Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
	Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

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

Domain 2: Talent Management

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

2.1 Recruitment, Selection and Retention

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Recruitment, selection and retention practices³	Does not have or apply recruitment, selection and retention strategy or provide support for retention.	Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school's or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.	<ul style="list-style-type: none"> School or district improvement plans Educator evaluation data Application materials and interviews Personnel records Leadership team agendas, minutes, observations Professional development sessions ED 163 Climate survey Retention data Faculty or departmental meeting agendas, minutes, observations
	Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and/or retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.	
	Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention.	Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
	Supporting early career teachers	Provides little or no support for early career teachers.	Identifies general needs and provides inconsistent support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

3. If responsibilities do not include directly recruiting and selecting, then emphasize support for retention.

Domain 2: Talent Management

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

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

Domain 2: Talent Management

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

2.3 Observation and Performance Evaluation

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Evidence-based evaluation strategies	Evaluates staff using evidence that is not aligned with educator performance standards.	Evaluates staff using evidence such as observation, review of artifacts, collegial dialogue or student-learning data that is minimally aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<ul style="list-style-type: none"> School or district improvement plan Educator evaluation data Student learning goals or objectives and indicators of academic growth and development (IAGDs) Leadership team agendas, minutes, observations Professional development sessions Professional learning recommendations Teacher mentorship or peer support programming
	Feedback	<p>Provides inappropriate or inaccurate feedback, or fails to provide feedback.</p> <p>Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.</p>	<p>Provides ambiguous or untimely feedback that may not be actionable.</p> <p>Participates in some difficult conversations with staff, only when prompted.</p>	<p>Regularly provides clear, timely and actionable feedback based on evidence.</p> <p>Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.</p>	<p>Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.</p>	

Domain 3: Organizational Systems

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

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

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

Domain 3: Organizational Systems

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

3.2 Resource Management						
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Budgeting	Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district.	<ul style="list-style-type: none"> • School or district budget documents or processes • School or district improvement plan • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations • Technology plan
	Securing resources to support vision, mission and goals	Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	
	Resource allocation	Allocates resources in ways that do not promote educational equity ⁵ for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

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

Domain 4: Culture and Climate

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

4.1 Family, Community and Stakeholder Engagement						
Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Communications	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	<ul style="list-style-type: none"> • Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.	
	Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues.	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
	Cultural competence⁶ and community diversity	Demonstrates limited awareness of cultural competence and community diversity as an educational asset.	Identifies some connections between cultural competence and community diversity that strengthen educational programs.	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student.

Cultural competence encompasses:

- An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community.

Domain 4: Culture and Climate

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

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

Domain 4: Culture and Climate

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

4.3 Equitable and Ethical Practice

Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional Responsibility and Ethics	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.	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Connecticut Code of Responsibility for School Administrators, but may fail to apply it consistently.	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	<ul style="list-style-type: none"> • Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
	Equity, cultural competence and social justice	Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.	Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate.	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	
	Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school's vision, mission and goals.	<p>Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.</p> <p>Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.</p>	<p>Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals.</p> <p>Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.</p>	