

SCHOOL-BASED ADMINISTRATOR PERFORMANCE CONTINUUM

School-based Administrator Performance Continuum

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

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

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

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

Goal Setting conference:

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

Mid-year and End-of-Year conferences:

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

Summary Ratings:

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

Principal and Assistant Principal Leadership Competencies Performance Continuum

Vision				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>V1: Sets Clear direction for the school community</i>				
<ul style="list-style-type: none"> • Collaboratively reviews and analyzes a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals • Inspires many stakeholders to actively participate in the development process of the school's vision, mission and goals • Vision/mission and goals are in complete alignment to district, state and federal standards as well as the school's identity and programmatic needs • All stakeholders are able to articulate the school's vision and mission 	<p>Effective plus:</p> <ul style="list-style-type: none"> • Uses and analyzes a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals • Recruits a team of stakeholders to create a shared vision, mission, and goals that reflects the perspective of all stakeholders • Vision/mission and goals are in Strong alignment to district state and federal standards as well as the school's identity and programmatic needs • The majority of stakeholders are able to articulate the school's vision and mission. 	<ul style="list-style-type: none"> • Uses a variety of sources of information and data to shape and establish a clear and coherent school vision, mission and goals • Ensures the creation of a share vision, mission, and goals by incorporating the perspective of all stake holders • Ensures that the vision mission and goal of the school is aligned to district, state, and federal standards as well as the school's identity and programmatic needs • Produces a memorable, succinct, results oriented mission /vision statement known by all stakeholders 	<ul style="list-style-type: none"> • Uses minimal informational sources to create the school's vision mission and goals • Enlists one or two likeminded stakeholders to create the school's vision, mission and goals • Vision/mission and goals are in weak alignment to district, state and federal standards as well as the school's identity and programmatic needs • Few stakeholders are able to articulate the school's vision and mission 	<ul style="list-style-type: none"> • Is unaware of the need to use data research or best practices to shape the school's vision, mission and goals • Works alone with little or no support from stakeholders to create school's vision, mission and goals • Vision, Mission and goals have No alignment to district, state and federal standards as well as the school's identify and programmatic need • No stakeholders are able to articulate the school's vision and mission
<i>V2: Implementing and sustaining vision/mission and goals</i>				
<p>Strong Plus:</p> <ul style="list-style-type: none"> • The vision and mission statements are displayed in various venues throughout the building and school documents 	<p>Effective plus:</p> <ul style="list-style-type: none"> • The mission and vision statements are displayed in most areas throughout the building 	<ul style="list-style-type: none"> • The vision and mission statements are prominently displayed • Motivates most stakeholders to 	<ul style="list-style-type: none"> • The vision and mission statement is displayed in a few select places • Attempts to persuade resistant staff members may or may not be 	<ul style="list-style-type: none"> • The vision and mission statement are not displayed • Is discouraged and immobilized by staff resistance and fear of

<ul style="list-style-type: none"> • Masterfully persuades resistant stakeholders who fear change or harbor low expectations • Designs, initiates and implements collaborative processes to collect and analyze data about the school's progress for review and revision of the school's vision, mission, and strategic goals 	<ul style="list-style-type: none"> • Manages resistance, low expectations and fear of change • Consistently provides strong direction through a needs assessment, goal identification, and implementation strategies based on the school's vision 	<p>implement the school's mission/vision and goals</p> <ul style="list-style-type: none"> • Frequently evaluates adherence to reaching full implementation of the mission/vision and goals with fidelity • Identify and address strategic opportunities and challenges • Regularly revisits the vision • Decisions are supported by the vision 	<p>successful</p> <ul style="list-style-type: none"> • Rarely evaluates the implementation of the mission, vision and the goal 	<p>change and low expectations</p> <ul style="list-style-type: none"> • There is no process for evaluating the implementation of the mission, vision and the goal
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Vision: Supporting Evidence

Sets Clear direction for the school community

- The vision and mission statements are prominently displayed
- Staff meetings, agendas,
- Decisions are supported by the vision
- Stakeholders, including parents and students can articulate the vision and mission.
- PTO Meetings, Data Teams and Parent Workshops feature the vision.

Implementing and sustaining vision/mission and goals

- School self-evaluation is clear, concise and evidence based.
- The school frequently assesses its strengths and challenges
- Agendas and minutes of BLDT identify goals of SIP.
- Challenges are explicitly addressed in the SIP
- BLDT monitors progress through benchmark assessments indicated in BLDT minutes.
- BLDT revisits and updates SIP on a regularly
- The School Improvement Plan reflects strategies that support the vision for change There is follow-through with achievements and recognition and rewards for employee who were involved.
- Changes in policies, practices, and programs that do not meet the vision.
- Differentiated professional development in PD calendar and agendas. Coaching plans
- Teacher feedback and SIP.
- Action plans

People				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>PI: Leads teams and delegates responsibilities</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> The school has a process for monitoring and supporting the implementation of PD strategies The leader is exceptionally effective and strong in involving a broad base of stakeholders in school teams including students 	<p>Effective plus:</p> <ul style="list-style-type: none"> Leaders ensure team will produce evidence indicating how they support the school’s plan and vision Monitors progress of team Systematically receives and gives feedback and elicits from teams Leader ensures that all stakeholders have regular opportunities to interact and impact decisions of the school 	<ul style="list-style-type: none"> Develops a comprehensive strengths-based leadership team to support the vision. Strategically encourages and supports innovative team initiatives aligned to the vision Encourages and develop a collaborative work and learning environment Fosters stakeholder engagement and participation and decision making Provides constructive supports to the school team providing them with high quality feedback Provides evidence of clearly defined roles and responsibilities of school teams Creates coaching plans and hold regularly scheduled one-on-one meetings with team members Works well with school governance systems resulting in a collaborative 	<ul style="list-style-type: none"> Inconsistent teacher evaluation and feedback and monitoring of teams Inconsistent performance in the effective category Professional development opportunities are provided but not usually aligned to or with adult learning needs 	<ul style="list-style-type: none"> Limited evidence of delegating responsibilities to teams Very moderate compliance with effective category Limited participation of groups Roles and responsibilities are nebulous and unclear

Exemplary	Strong	Effective	Developing	Needs Improvement
<i>P2: Laws, policies and Ethical Behavior</i>				
<ul style="list-style-type: none"> Evaluating and modifying all related systems connected to federal, state and district laws and policies to ensure all stakeholders have a comprehensive understanding Effectively supports all staff to do both as well and is able to model it 	<ul style="list-style-type: none"> Invests staff in understanding and complying with state and federal laws and mandates, school committee policies and collective bargaining agreements. Is able to model this element Reliably demonstrates sound judgment reflecting integrity and fairness in accordance with the Ct Code of Conduct for professional educators. Protects students, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. 	<ul style="list-style-type: none"> Education leaders ensure the success and well being of all students, staff and families by modeling ethical behavior and integrity Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well 	<ul style="list-style-type: none"> May know state and federal laws and mandates, school committee polices, and collective bargaining agreements but inconsistently complies with some laws and polices Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately 	<ul style="list-style-type: none"> Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements Demonstrates lache of sound judgment reflecting integrity and fairness and/or does not adequately protect student family, and or/staff confidentiality
<i>P3: Develop Instructional Leadership Talent</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> Surveyed teams and teacher leaders express high levels of satisfaction with development and opportunities provided by leaders 	<p>Effective plus:</p> <ul style="list-style-type: none"> Establish clear policies and procedures for evaluation and recognizing leadership potentials in staff Maintain individual coaching and development plans and schedules of teacher leaders 	<ul style="list-style-type: none"> Models and coaches teacher leaders effectively Encourages and supports teacher leadership and progression on career ladders. Systematically provide opportunities for emerging leaders to complete tasks and facilitate professional 	<ul style="list-style-type: none"> Provides few opportunities for emerging leaders to complete tasks and facilitate professional learning Provides limited opportunities for teachers to progress on career ladder 	<ul style="list-style-type: none"> Provides no opportunities for emerging leaders to complete tasks and facilitate professional learning Provides no opportunities for teachers to progress on career ladder

	<ul style="list-style-type: none"> Identifies and facilitates professional learning experiences for teachers 	<p>learning</p> <ul style="list-style-type: none"> Identify leaders among staff and support their development Provide opportunities for staff to pursue professional learning opportunities in their development Provides feedback to leadership teams 		
<i>P4: Effectively Manage Staff</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> All TEVAL deadlines are met Staff feedback on surveys indicate confidence in the evaluation process Schools reflect priorities in management plan A variety of data is used for teacher and staff evaluation Completes TEVAL process with fidelity and comprehensiveness Incorporates teachers and support staff into leadership and decision making roles in the school that foster the career development 	<p>Effective plus:</p> <ul style="list-style-type: none"> Leaders conduct frequent formal and informal evaluations providing meaningful and actionable feedback in areas of growth and development. Individuals are held accountable for their performance meeting TEVAL deadlines Teacher goals reflect differentiation based on interest and need TEVAL deadlines are met 	<ul style="list-style-type: none"> Creates time and provides resources to ensure the accurate evaluation of teachers providing evidence-based feedback with both quantitative and qualitative information Management plan reflects a strategy for faculty and staff development Follow process and procedures outlined in the teacher evaluation document Improvement plans are developed in a timely manner with evidence-based feedback and clear strategies for improvement 	<ul style="list-style-type: none"> Rarely meets TEVAL deadlines Development plans rarely identify areas of growth Teachers observed less than 3 times a year 	<ul style="list-style-type: none"> Does not meet TEVAL goals Development plans do not identify areas of growth Teachers are not observed

		<ul style="list-style-type: none"> • Development plans strategically identify areas of growth with specificity • All teachers are observed three times annually in alignment with the TEVAL expectations • feedback aligned to the TEVAL indicators and hold individuals accountable for efforts and result • Unwrap the TEVAL domains with staff to provide clear understanding of how they are being evaluated • Most TEVAL deadlines are met • Teacher goals and SLO's are measurable with time and condition 		
People: Suggested Supporting Evidence				
Leads teams and Delegates Responsibility	<ul style="list-style-type: none"> • Regularly scheduled meetings with members of various teams • Systematically gives and receives feedback • Schedules, agendas and minutes 			
Laws, policies and Ethical Behavior	<ul style="list-style-type: none"> • Handbooks for teachers, parents, students • Professional Code of Conduct schedules 			
Develop Instructional Leadership Talent	<ul style="list-style-type: none"> • Clear policies and procedures for evaluating and recognizing leadership potential in others • Individual coaching and development plans 			
Effectively Manage Teams	<ul style="list-style-type: none"> • Schedule reflects priorities in management plan • Teachers goals reflect data • Uses a variety of data to evaluate teachers and other staff members 			

Instructional Leadership				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>11: Curriculum and Instruction</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> • Challenges staff to reflect deeply on and define what knowledge, skills, and concepts are essential to the complete educational development of students • Builds the staff capacity to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning 	<p>Effective plus:</p> <ul style="list-style-type: none"> • Supports educators to collaborate on developing a series of interconnected well structured lessons with challenging objectives, appropriate student engagement • Ensures through observations and review of plans that teachers know and employ teaching strategies and practices that are effective with all learners while teaching content • Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning 	<ul style="list-style-type: none"> • Ensures familiarity with best practices (per research) in teaching and learning • Conducts walkthroughs, instructional rounds, and observations • Teachers, staff, and students monitor progress towards SLOs • Is familiar with the written curriculum and instructional practices • Implements technology in a way that addresses specific challenges/needs of students • Uses available technological resources to strengthen instruction • Demonstrates initiative in identifying and implementing new technological tools to meet district goal • Supports teachers to develop well structured lessons with challenging, measurable objectives and appropriate student engagement 	<ul style="list-style-type: none"> • Provides students access to instructional tools including technology • Provides staff limited support in the use of instructional strategies that support student learning • Identifies adaptations to instructional practices and assessments with limited implementation 	<ul style="list-style-type: none"> • Rarely ensures instructional strategies support learning • Rarely adapts instructional practices

Exemplary	Strong	Effective	Developing	Needs Improvement
<i>12: Assessment and Accountability</i>				
<p>Strong Plus:</p> <ul style="list-style-type: none"> • Continually monitors and evaluates data sources to ensure the results are reliable and valid for the use of determining the effectiveness of practices that are being use to impact student achievement. • Continually builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content students did not learn. 	<p>Effective Plus:</p> <ul style="list-style-type: none"> • Consistently uses multiple sources of data to consistently monitor and adjust instruction practices to achieve academic targets for all students • assessments to determine which is the most reliable and valid in identifying significant factors that impact student achievement • Consistently uses progress monitoring data to make modifications to academic plans that were created for students who need additional support to attain their goals • Consistently develops the skill set of the faculty to analyze the results from formative and summative assessments to select the best instructional practice to boost 	<ul style="list-style-type: none"> • Regularly attends conferences to develop expertise. • Demonstrates knowledge about best practices and shares them with staff. • Demonstrates knowledge of best practices within his/her content area and new NHPS initiatives. • Professional development offered is effective in improving teacher practice. 	<p>Inconsistently demonstrates content expertise in one or more of the areas listed in Effective.</p>	<p>Does not demonstrate content expertise in most of the areas listed in Effective.</p>
<i>1C3: Pursues and prioritizes data-informed, high leverage strategies to accomplish objectives.</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> • Strategies implemented have high-yield results as measured by student and/or teacher data. • Strategies pursued 	<p>Effective plus:</p> <ul style="list-style-type: none"> • Analyzes and makes data available to teachers and/or school-leaders to drive instruction and change. 	<ul style="list-style-type: none"> • Uses data to inform all decision-making. • Sets and meets specific, measurable goals and objectives that prioritize high-leverage strategies. • Guides implementation of 	<ul style="list-style-type: none"> • Inconsistently uses data to inform decision-making. And/or • Inconsistently pursues and/or prioritizes high-leverage strategies to 	<ul style="list-style-type: none"> • Does not use data to inform decision-making. And/or • Does not pursue and/or prioritize high-leverage

<p>represent an exemplary level of data analysis, content knowledge, and/or research.</p>	<ul style="list-style-type: none"> Measures effectiveness of strategies using a wide variety of data sources. Identifies sources of data that can be used to improve outcomes for students. 	<p>high-leverage strategies in his/her area and uses data to evaluate effectiveness of strategies.</p> <ul style="list-style-type: none"> Observes delivery of curriculum and provides feedback for ongoing technique/skills improvements as well as program modifications. 	<p>accomplish objectives.</p> <p>And/ or</p> <ul style="list-style-type: none"> Inconsistently observes delivery of instruction 	<p>strategies.</p>
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<p>Instructional Content: Suggested Supporting Evidence</p> <ul style="list-style-type: none"> Central office survey results Evaluations from CIA meetings Exit slips from other meetings Evidence of conference attendance and/or presentations Evidence of participation in and/or leadership of professional organizations Evidence of how best practices are shared via websites, online modules, targeted PD meetings, etc. Evidence such as photos or handouts showing that teachers are implementing strategies learned in CIA or other meetings. Walk-through observations

Organizational Management				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>01: Build effective organizational structures and systems to ensure a safe, high performing learning environment</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> Consistently enforces/monitors and updates procedures and routines to ensure a safe and orderly environment Publicly celebrates kindness, effort and improvement, builds all stakeholders pride in their school Plans ahead for learning needs and creates systems to allow for new instructional approaches Ensures that professional development within the school is aligned with curriculum, instructional and assessment needs while recognizing the unique professional development needs of staff members 	<p>Effective plus:</p> <ul style="list-style-type: none"> Builds, establishes and implements organizational systems that outline procedures and routines to ensure a safe and orderly environment Regularly reviews, monitors and assesses systems to determine their effectiveness Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains Implements and regularly adjusts a master schedule and system to maximize blocks of uninterrupted instructional time Facilitates opportunities for effective professional learning communities aligned with school goals, focused on results characterized by instructional planning and student learning Provides information in different formats in multiple ways through different media in order to ensure communication with all stakeholders 	<ul style="list-style-type: none"> Creates a system designed to identify critical needs of school community including safety and security Creates clear routines and procedures that promote a safe and orderly environment Designs a system to monitor academics and behavior expectations Reviews the need for changes to expectations, procedures and routines Builds organizational structures designed to achieve school goals Organizational structure cultivates collaboration among school community Ensures optimal use of instructional time by creating and implementing a master schedule Designs and uses a communication system to exchange information among school community Ensures the physical plant is attractive and welcoming 	<ul style="list-style-type: none"> Process for outlining school wide behavioral expectations is inconsistent Congratulates individuals on success Understands the importance of developing effective professional learning communities and results oriented professional development Understands the importance of continued personal learning professional development 	<ul style="list-style-type: none"> Does not attempt to create any system to ensure a safe and orderly environment Behavioral expectations are inconsistent across classrooms Rarely praises students and inconsistently attempts to build school pride

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

<p>Strong Plus:</p> <ul style="list-style-type: none"> Reviews and monitors the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs Solicits input from various stakeholders to determine the best use of financial resources to impact student achievement 	<p>Effective Plus:</p> <ul style="list-style-type: none"> Consistently allocates resources to support school vision and mission with foresight to potential problems and stakeholder investment Uses input from staff to establish funding priorities that are equitable and provide a balanced operational budget for school programs and activities Utilizes a system to equitably manage financial resources 	<ul style="list-style-type: none"> Allocates resources to support school vision and mission Manages human capital strategically to meet the needs of the students. Utilizes a processing system to prioritize a budgetary needs based on school goals 	<ul style="list-style-type: none"> Has knowledge of school budget and accounting procedures to support effective teaching 	
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Organizational Management: Suggested Supporting Evidence

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

Principal and Assistant Principal Professional Values Performance Continuum

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

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

Responsiveness and Outreach

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

Professionalism and Judgment

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