

A recommended process jointly developed and adopted by CABE and CAPSS. The process described are recommendations. They have no force of law, regulation or other compelling authority.

Administration

Evaluation of the Superintendent

Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process, collaboratively developed by CABE and CAPSS, is intended to clearly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and the Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance their community's goals and objectives in public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal-oriented, and provides numerous opportunities for focused, targeted feedback from the Board of Education to the Superintendent regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises, and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement must be a factor in the Superintendent's evaluations. All leadership performance areas and specific responsibilities outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

Administration

Evaluation of the Superintendent (continued)

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABA and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates, and oversees education policy. CABA and CAPSS strongly recommend that the Board of Education conduct a self-assessment as a necessary and worthwhile activity to advance the school district's vision and goals. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following outlines the recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education's self-assessment. It is important to note that the recommended timeline is based on a traditional evaluation year model (July-June) and can be adjusted as needed. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to the Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health, or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision, the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies, and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents, subject to public disclosure, would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should not preclude informal discussions between the Superintendent and the Board of Education, as needed.

Administration

Evaluation of the Superintendent (continued)

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal- and priority-setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session, the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format for evaluating the Superintendent's performance.

Mid-Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance against previously established goals.

Step 2: It is recommended that the Leadership Team meet again in Executive Session to discuss informally their progress on the goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize new and/or unexpected challenges. This level of collaboration enables all parties to contribute as members of a fluid, responsive, and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide the Superintendent with targeted informal feedback on her/his effectiveness relative to the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio, or some other mutually agreed-upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidence of the Superintendent's job performance and should aid the Board of Education in conducting a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Administration

Evaluation of the Superintendent (continued)

Step 3: The Board of Education should schedule a meeting in Executive Session between the Superintendent and the Board, in accordance with Board of Education Policy and the Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, should also be examined, as it focuses specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Regulation approved:

cps 11/07

rev 4/16

rev 1/26

Recommended Evaluation Process and Timeline Flowchart

<p>Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p>
<p>Step 1: Board Self-Evaluation and Goal Setting Step 2: Leadership Team Goal / Priority Setting. Step 3: Superintendent’s Professional Goals and Objectives.</p>
<p>Mid-Year Evaluation Meeting December / January (Conducted in executive session)</p>
<p>Step 1: Board Reviews Its Performance Step 2: Informal Leadership Team discussion regarding progress on goals and objectives. Step 3: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p>End of Year Evaluation of the Superintendent May / June</p>
<p>Step 1: Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance. Step 2: Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided. Step 3: Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation. Step 4: Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.</p> <p>Note: Superintendent’s Evaluation is a public document subject to FOIA.</p>

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.

- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.
- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district’s vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

2400
Appendix C
(continued)

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district’s priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
Total – Board Operations						
Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

2400
Appendix C
(continued)

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

Sample policy to consider.

Administration

Evaluation of Administrators and Administration

In order to advance the instructional program of the school District and to improve student achievement, the Superintendent of Schools will establish and will implement an annual evaluation program for all administrators and teachers. The educator evaluation and support plan or revisions to such plan must be approved annually by the State Department of Education prior to District implementation. Such plan shall be the State model, "SEED," or the District's proposed alternative which fulfills the State guidelines. The Board of Education, not later than September 1, 2013, shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee. If unable to attain mutual agreement, the Board and the Professional Development and Evaluation Committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the Professional Development and Evaluation Committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

Such a program will be aimed at improving administrator/teacher performance and at promoting professional growth within the framework of the goals and objectives of the school district. Such an evaluative process will include a formal procedure for the evaluation of the Superintendent of Schools by the Board of Education.

Evaluations of certified staff below the rank of Superintendent shall be conducted in accordance with the guidelines adopted by the State Board of Education under Connecticut General Statute 10-151b, as amended and the educator evaluation and support program developed through mutual agreement with the District's Professional Development and Evaluation Committee. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

The Evaluation of the Superintendent

Through the evaluation of the Superintendent, the Board of Education will strive to accomplish the following:

1. Clarification for the Superintendent of his/her role in the school system as understood by the Board of Education.
2. Clarification for all Board of Education members of the role of the Superintendent in light of his/her responsibilities, his/her authority, and his/her organizational expectations.
3. Development of a unity of purpose in order to achieve high priority goals and objectives.

Administration

Evaluation of Administrators and Administration

The Evaluation of the Superintendent (continued)

4. Development of an opportunity for goal achievement through regular appraisal and feedback.
5. Enhancement of organizational health resulting from involved, committed, and strengthened individuals.

The Superintendent's annual evaluation and the annual evaluation of District administrators and teachers should be viewed as part of an overall district management plan of establishing goals and objective, appropriate programs, and methods of evaluation. Instructional leadership efforts can only be productive if teaching and learning are emphasized and if objectives, measurement, and feedback are part of that effort. Teachers, administrators, central office personnel, and the Board of Education should be partners in the improvement process, and it is expected that this policy provide direction in achieving that partnership.

The Evaluation of District Administrators

The District's evaluation of administrators below the rank of Superintendent will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

The evaluation of District administrators shall utilize, as required, a four level metric rating system. The District will provide evaluation-based professional learning to address needs identified through the evaluation process. In addition, individual administrator and remediation plans will be created by the District for those administrators whose performance rating is "Developing" or "Below Standard." Opportunities for career growth and professional development based upon performance ratings shall be provided by the District.

The annual administrative evaluation process will include, but is not limited to, (1) an orientation process; (2) a goal setting conference at the start of the school year; (3) a mid-year review; and (4) an end-of-year summative review, through self-assessment and conference.

(cf. 4115 – Evaluation)

Administration

Evaluation of Administrators and Administration

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform).

10-151c Records of teacher performance and evaluation not public records.

10-220a(b) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

"Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

P.A. 13-145 An Act Concerning Revisions to the Education Reform Act of 2012

Policy adopted:

cps rev 6/04
cps rev 5/12
cps rev 3/13
cps rev 6/13
cps rev 2/14
reviewed 1/26

Another version to consider.

Administration

Evaluation of Administrative Personnel

The Superintendent will evaluate annually the performance of all administrative personnel directly responsible to him/her and make recommendations regarding their employment and salary status to the Board of Education. Such evaluation will be accomplished through the adoption and use of the State model, “SEED” (Connecticut’s System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

Evaluations of administrators shall be conducted in accordance with the guidelines adopted by the State Board of Education under C.G.S. 10-151b, as amended, and the educator evaluation and support program developed through mutual agreement and with the District’s Professional Development and Evaluation Committee. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

The Board of Education shall evaluate the Superintendent at least once a year.

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers’ Evaluations and P.A. 12-116 An Act Concerning Educational Reform)

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“Flexibilities to Guidelines for Educator Evaluation” adopted by Connecticut State Board of Education, February 6, 2014

P.A. 13-145 An Act Concerning Revisions to the Education Reform Act of 2012

Policy adopted:

rev 3/13

rev 2/14

Another version of this policy to consider.

Administration

Evaluation of the Superintendent of Schools

It is the responsibility of the Board of Education to maintain and improve the quality of administration and instruction in the public school system. In this regard, the Board will formally evaluate the Superintendent each year in accordance with guidelines and criteria mutually determined and agreed to by the Board and the Superintendent.

Through the evaluation of the Superintendent, the Board will strive to accomplish the following:

1. clarify for the Superintendent his/her role in the school system as seen by the Board;
2. clarify for all Board members the role of the Superintendent in light of his/her job description and the immediate priorities among the responsibilities agreed upon by the Board and the Superintendent;
3. develop harmonious working relationships between the Board and the Superintendent; and
4. provide effective administrative leadership for the school system.

(cf. 2140 - Superintendent of Schools)

Legal Reference: Connecticut General Statutes

10-157 Superintendents: Relationship to local or regional Board of Education; written contract for employment; evaluation of Superintendent by Board of Education

Policy adopted:

cps 6/01
rev 3/13

Sample regulation to consider, reflecting the evaluation requirements of PA 12-116

Administration

Evaluation of Administrators

Administrators will be evaluated annually. The District's evaluation of administrators below the rank of superintendent will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

The annual evaluation process shall include, but is not limited to:

- An orientation process
- A goal setting conference at the start of the school year
- A mid-year review
- An end-of-year summative review (including self-assessment and conference)

Core Requirements for Evaluator and Support Program for Administrator Evaluation

1. Component #1: Multiple Student Learning Indicators

- a. 45% of the administrator evaluation will be based on multiple student learning indicators:
 - i. 22.5% on student performance and/or growth on state-administered assessments in core content areas as part of a state-approved accountability system (CMTs, CAPT, Common Core Assessment)
 - Must include Student Performance Index (SPI) progress from year to year and SPI progress for student subgroups
 - i. 22.5% based on at least two (2) locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed in state-administered testing
 - Must align with Connecticut learning standards or research-based learning standards
 - Must include cohort and extended graduation rates (for high school)
 - Must be relevant to the student population
 - May include student performance or growth assessments not included in state accountability measures
 - May include student progress toward graduation through credit accumulation or passing percentages in core subjects
 - May include student performance or growth on school/classroom assessments in subjects without state assessments
 - District proposed indicators

Administration

Evaluation of Administrators

Core Requirements for Evaluator and Support Program for Administrator Evaluation (continued)

Note: For schools without tested grades, the entire 45% of an administrator rating based on student learning indicators will be based on locally-determined indicators.

2. Component #2: Teacher Effectiveness Outcomes

- a. 5% of the administrator evaluation will be based on teacher effectiveness outcomes
- b. Acceptable measures
 - i. improvement in percentage or meeting target percentage of teachers who meet student learning objectives outlined in their performance evaluations
 - ii. Other locally determined measures of student effectiveness

3. Component #3: Observation of Practice and Performance

- a. 40% of the administrator evaluation will be based on practice and performance as evaluated by the Superintendent or his/her designee
- b. Components
 - i. Ratings based on evidence collected regarding leadership practice as described in Connecticut's Common Core of Leading: Connecticut School Leadership Standards
 - ii. The weight of Teaching and Learning Standard must be twice as high as any other standard
 - iii. All other standards must be at least 5% of overall rating evaluation
 - iv. Rating of standards may be different for administrators, but weights must be established by the evaluator in the goal-setting conference at the start of the year
 - v. Ratings must be distinguished among at least four (4) levels of performance
 - vi. Ratings must identify administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations
 - vii. Rubric evaluation is not required for central office administrators
 - viii. Evaluator must follow rubric and identify performance rating with written evidence to support the rating for each standard, as well as identify areas of strength and growth
 - ix. Rubrics that are not state-developed must provide evaluator training for the rubric
 - x. Feedback from the Superintendent or designee must be provided at mid-year and end-of-year conferences
 - xi. All evaluators must be trained on the administrator evaluation system, on conducting effective observations, and providing high quality feedback

Administration

Evaluation of Administrators

Core Requirements for Evaluator and Support Program for Administrator Evaluation (continued)

4. Component #4: Feedback from Stakeholders on Areas of Principal and/or School Practice

- a. 10% of the administrator evaluation will be based on feedback from stakeholders on areas of principal and/or school practice as identified in the Connecticut Leadership Standards (These standards reflect what Connecticut educational leaders are expected to know and be able to do.)
- b. Components
 - i. The district may select a subset of elements and indicators with the purpose of collecting feedback
 - ii. School-based administrator stakeholders must include teachers and parents, and may also include other staff, community and students
 - iii. The instrument used for collecting feedback must be valid and reliable
 - iv. More than half of feedback must be based on an assessment of improvement over time
 - v. May be rated on common targets of improvement or status performance
 - vi. Focus groups, interviews, teacher surveys, or other methods may be used to gather feedback as long as these methods are valid and reliable
 - vii. If surveys are used to gather feedback, they must include the response rate of input for the rating (to increase accuracy of results)

Annual Timetable of the Administrator Evaluation Process

- | | | |
|----|-----------------------------|---|
| A. | July: | Orientation and context setting |
| B. | August: | Goal-setting and plan development |
| C. | September through December: | Plan implementation and evidence collection |
| D. | January: | Mid-year formative review |
| E. | April: | Self-assessment by individual administrator(s) |
| F. | May: | Preliminary summative assessments (to be finalized in August) |
| G. | August: | Finalized summative assessment |

The annual evaluation will be placed in the administrator's permanent personnel file.

Administration

Evaluation of Administrators (continued)

Flexibility Components

The State Board of Education on February 6, 2014 adopted flexibilities to the Guidelines for Educator Evaluations. Boards of education may choose to adopt one or more of the evaluation plan flexible components, in mutual agreement with the District's Professional Development and Evaluation Committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. If the District adopts flexibility components as described in the February 6, 2014 SBE document, such flexibility shall be approved by the Board of Education and the plan containing such revisions shall be submitted to the State Department of Education for its review and approval. For the 2014-15 and all subsequent school years; the submission of District evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

The flexibility components impact the following, if adopted by the Board of Education:

1. Number of Student Growth Goals
2. Decoupling of state test data in 2014-2015
3. Number of observations

Regulation approved:

cps 3/13
rev 2/14

The skills listed below comprise administrative competencies which shall be a part of the assessment of administrative staff members.

Administration

Evaluation of Administrators

Skills to be Assessed

1. Problem Analysis	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. Judgment	Ability to reach logical conclusions and make high quality decisions based on available information: skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. Organizational Ability	Ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. Decisiveness	Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
5. Leadership	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. Sensitivity	Ability to perceive the needs, concerns and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues, knowing what information to communicate and to whom.
7. Stress Tolerance	Ability to perform under pressure and during opposition; ability to think on one's feet.
8. Oral Communication	Ability to make a clear oral presentation of facts and ideas.
9. Written Communication	Ability to express clearly in writing; to write appropriately for different audiences - students, teacher, parents, et al.
10. Range of Interest	Competence to discuss a variety of subjects - educational, political, current events, economic, etc.; desire to actively participate in events.
11. Personal Motivation	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. Educational Values	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

*12 Competencies of Effective Leadership as designed by the National Association of Secondary School Principals