TRUMBULL PUBLIC SCHOOLS

ADMINISTRATOR SUPERVISION, EVALUATION, PROFESSIONAL LEARNING PLAN

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Trumbull Public Schools
Trumbull, Connecticut

ADMINISTRATOR SUPERVISION, EVALUATION, PROFESSIONAL LEARNING PLAN

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Introduction

The purposes of the Administrator Evaluation and Professional Learning Plan are to:

- Assist administrators in their efforts to strengthen teaching and learning in their schools by engaging in a school improvement process
- Determine his/her effectiveness in providing instructional leadership in his/her school's community of educators and learners, and
- Guide the professional learning of school administrators specific to, and supportive of, their roles and responsibilities.

To drive professional learning and evaluation of its administrators, the Trumbull Public Schools (TPS) will use the Connecticut School Leadership Standards (CSLS) (Appendix A), the Connecticut Code of Professional Responsibilities for School Administrators (Appendix B), and the TPS Strategic Planning Process (Appendix C) for school improvement. These documents are inherently aligned with each other, provide definitions for effective leadership and its role in school improvement, and provide comprehensive and cohesive guidance for continual professional growth in service of improved student achievement. In addition, the TPS strategic plan together with its annual improvement initiatives is guided by state, national, and local standards and assessments, including Connecticut's *Common Core of Learning, K-12 Curriculum Frameworks,* and CMT/CAPT/ SBAC Assessments. It is expected that administrators and teachers will collaborate on all curriculum initiatives relative to improving student learning and achievement. The school leader's formative and summative evaluations will center around her/his efficacy in bringing about measurable improvement in student learning, ongoing teacher development, curricular and programmatic enhancement, and a school culture that prides itself on continuous improvement.

To stimulate reflection on practice, both formative and summative evaluation activities include a strong self-assessment component that is heavily reliant on the analysis of performance and achievement data. Evaluation requirements, timelines and procedures are articulated in the body of this document, on page 7. The plan will be consistently followed in order to afford all administrators development, improvement, and accountability opportunities. The evaluation requirements, activities and processes of the plan's implementation enable its purposes to be fulfilled. The Superintendent or his/her designee will develop evaluations of administrators according to the organizational chart in Appendix D.

The Superintendent is grateful for the generous commitment of the following certified staff members in the development of this plan:

Tammy Baillargeon, TEA, Teacher, Booth Hill School
Valerie Forshaw, TAA, Principal, Madison Middle School
Marc Guarino, TAA, Principal, Trumbull High School
Michael McGrath, Ph.D., Assistant Superintendent
Laura McNaughton, Teacher, TEA, Trumbull High School
Jacqueline Norcel, TAA, Principal, Frenchtown School
Paula Teixeira, TEA, Teacher, Madison Middle School

The plan was approved by the Board of Education at the October 7, 2014 meeting.

The Induction Phase

Given the diversity and development of TPS administrators based on years of experience, professional development opportunities, and the career ladder, this plan seeks to provide a differentiated approach for its administrators. New administrators will participate in a more intense support and development process than those administrators who have "met the threshold" through granting of tenure and their years of experience in the TPS.

Administrators will participate in the plan's Induction Phase until such time as they are granted tenure by the BOE, or until they have served as an administrator for a two-year period. Administrators new to TPS with prior administrative experience as well as those who will for the first time serve under an administrative certificate will participate in the Induction Phase of the plan.

In order to provide adequate support, administrators in the Induction Phase will meet informally with their supervisors on a monthly basis. These monthly meetings will supplement the more formal growth opportunities provided by the goal setting meeting at the beginning of the year, and the mid-year and end-of-year conferences. In addition, for the first of the two years in the induction phase, new administrators will be assigned a mentor from the administrative ranks to provide ongoing support and coaching. It is the expectation that the new administrator will take full advantage of the expertise and wisdom of both his/her assigned mentor and his supervisor in helping to acclimate to his/her new position and to fully meet the standards and expectations of the TPS. If the administrator wishes to extend mentoring to his/her second year, this can be arranged with his/her existing mentor, or with another mentor if the first is unavailable. Time for mentor/new administrator meetings should be scheduled between the two at mutually convenient and agreed upon times. If it is decided and agreed to by both parties that time for support meetings between the new administrator and his/her mentor should take place during the school work day, meeting time will be supported by the Superintendent.

An initial and ongoing orientation process will be available for new administrators. At a minimum, this will include initial training on the student management system, the teacher evaluation plan and its differentiated approach to supervision and evaluation, critical personnel policies, expectations for implementation of the TPS emergency and safety procedures, expectations for implementation of student conduct and disciplinary plans, and the administrator evaluation plan. Additional meetings will be provided during the school year to provide information and skill building in the implementation of the district's strategic planning process (Appendix C) for school improvement, administrator responsibilities relative to the teacher evaluation plan, the use of student work samples to inform teaching and learning ("Looking at Student Work" -LASW), and effective use of the district's database for reporting, analysis, and decision making.

The new administrator's immediate supervisor is responsible for specific induction activities, particularly those directly related to the administrator's school-specific job description, and those directly associated with the administrator evaluation plan. The supervisor will assist the new administrator as he/she seeks to understand the district's standards and performance indicators and expectations for the evaluation process, and will assist the new administrator in developing and understanding his/her responsibilities regarding the school's improvement plan. It is expected that in addition to formal opportunities provided by the mid-year and end-of-year supervisory conferences, formative feedback will be provided on a regular basis to the new administrator by his/her immediate supervisor toward the district's vision of effective teaching

and learning. In addition, the mentor will provide collegial feedback to the new administrator unassociated with his/her written evaluation. Formative feedback, provided by the immediate supervisor and/or the mentor through the coaching process, is intended to empower appropriate and ever-improving decision-making on the part of the new administrator. The new administrator should view suggestions provided during the coaching, supervision and evaluation processes, as a tool for reflection and ongoing improvement.

While the CSLS provides a primary framework for new administrator evaluation, the new administrator's ability to enact the School's Improvement Plan (SIP) framework as a means of planning for school improvement is of utmost importance. It is expected that anyone in an administrative position will utilize exemplary facilitative and collaborative practices in his/her work with the school community. The TPS believes that facilitative and collaborative skills are a pre-requisite for any administrator engaged in school improvement activities.

The new administrator's individual professional learning needs will be identified in collaboration with his/her supervisor. Identified needs and a plan to meet them will be developed in service of the improvement goals for the school in which the administrator serves, and in the interest of raising achievement levels for the school's students. The new administrator will be included in all professional learning activities provided by the district for all administrators relative to their roles in school improvement, and he/she is encouraged to maximally participate in these offerings.

Continuous Professional Growth Opportunities

Once the new administrator completes the Induction Phase of the professional learning/evaluation plan, he/she moves into the Professional Growth Phase. Similar to expectations for new school leaders, the tenured school administrator is held accountable for meeting CSLS expectations, enacting the district's strategic planning process for school improvement, and meeting all guidelines in the Connecticut Code of Professional Responsibilities. The primary difference in the implementation of the plan for the two phases of evaluation and professional learning is the intensity of support provided. It is expected that tenured, experienced administrators will function with a greater degree of autonomy, require less rigorous monitoring, and derive maximum benefits from a more self-directed structure for improvement and support.

An essential administrator responsibility is the compilation, assessment, analysis, interpretation, and explanation of student and teacher data to define the state of teaching and learning. Inclusion of data from standardized tests (CMT/CAPT/SBAC), and teacher-developed student performance measures, as well as samples of student work, will serve as the basis of analysis for individual growth goals and school improvement plans.

On an annual basis, each administrator will develop goals related to an analysis of his/her own learning/growth needs, results related to the implementation of SIP framework, achievement data for students in his/her school, and teacher evaluation data (Attachment C). Data from these sources not only contribute to the administrator's goals, but also simultaneously feed into the school improvement plan using the district's strategic planning process. In collaboration with the school's leadership team, and other stakeholders, the administrator will develop an action plan for improvement for his/her school that addresses identified school needs. The administrator will share with the entire school community, including parents, the current improvement plan addressing identified needs, and progress made toward school goals.

School administrators on the Professional Growth Phase of the plan will receive formative feedback on progress made toward their goals and their school's strategic plan for improvement. While mid-year and end-of-year conferences with their supervisor will be used as the primary vehicle for feedback to administrators, regular informal conferences between the administrator and his/her supervisor should assist the school administrator with analysis of progress, and adjustments to his/her goals and school improvement plans as necessary to achieve desired results.

Training, support, and opportunities for collaboration will be provided by the district and through external resources to empower the school administrator to enact the CSLS and to implement the SIP framework as a tool for school improvement. Time for administrators to work together to share their understandings of learning and best practices and to learn from colleagues' experiences will be provided and supported by the TPS. A professional learning activity schedule will be developed annually by the Teacher/Administrator Supervision Evaluation Professional Learning Committee in collaboration with school leaders to address needs. Research-based practices will be highlighted during Professional Learning offerings, and ongoing opportunities to practice data-based decision making will be offered to school administrators as part of the work day, during school recesses, and in after-school activities.

Reflection, self-assessment, and analysis of data, including feedback from stakeholders, concerning his/her own work will be an integral part of the administrators' professional learning and evaluation plan. The Educational Leadership Self Inventory (ELSI) can be used as an optional individual framework for reflection for those administrators on Developing or Below Standard status. (Appendix E). A formative mid-year conference and a more summative end-of-year conference between the administrator and supervisor allow for collaboration in analyzing the progress made on agreed upon goals and school improvement initiatives. In addition, formal conferences allow administrators to articulate their accomplishments in engaging their staff in discourse about curriculum, standard setting, teaching and learning strategies, teaching tools, support strategies, and community and parent involvement. Mid and end-of-year conferences provide an opportunity for administrators to share evidence of how they have engaged the entire school community in conversations about teaching and learning in service of continuous improvement using the SIP as a framework for improvement. It is understood that the school administrator cannot meet such rigorous standards alone. Therefore, evaluation is based on the degree to which the administrator engages the school leadership team and the entire staff and stakeholders in improving student learning within the school.

The heart of the administrator's evaluation program will be his/her self-assessment against a set of rigorous standards. Following the end-of-year conference, all administrators, regardless of the phase of the plan they are on, will report progress on his/her annual goals using Attachment C. Using Attachment C, the administrator will develop a comprehensive written performance and data-based self-assessment aligned with the performance standards articulated in the CSLS, and providing evidence of the effective use of the SIP framework as a vehicle for school improvement. The administrator's supervisor will provide attestation in a brief addendum to the administrator's written documents.

Defined Professional Intervention Process

School leadership requires specialized knowledge, skill, and dispositions to effectively juggle its responsibilities and expectations for exemplary performance. It is the intention of the evaluation and professional learning plan to support administrators as they seek to meet the standards and expectations set for them by the state, the TPS, the school community, and the larger community that puts its faith in public education. When an administrator is rated Developing or Below Standard and is unable to demonstrate that he/she has met the standards set forth by the TPS, the following procedures and methods of support will be applied with the goal of improved performance:

- It is expected that administrators in the Induction Phase of the plan will meet district standards in a developmentally appropriate way. If, at any time during the induction phase, critical performance issues are identified, the supervisor will initiate an intensive program of support and remediation using Attachment B. The program will include establishing an action plan, which will be reviewed at the end of a six month period or at the end of the school year, for remediation accompanied by an intensive support structure, with a minimum of four school site observations completed by the supervisor and, as is deemed appropriate, the administrator's mentor. It is expected that by the middle of the second year of the induction phase, performance will have significantly improved and areas of performance formerly noted as Developing or Below Standard will have been strengthened to the satisfaction of the supervisor.

- In the case where administrators in the Professional Growth Phase have been or are rated Developing or Below Standard as set forth in this plan, a program of remediation and support will be developed, including a focused action plan and an aligned structure of support to assist the administrator in meeting improvement targets (Attachment B). Similar to expectations for administrators in the Induction Phase, tenured administrators are held accountable for meeting standards set in the CSLS and for effectively applying the SIP framework in their school improvement processes. Administrators in the Professional Growth Phase of the plan will be given one year of intensive support, which will be reviewed at the end of a six month period or at the end of the school year, to demonstrate that identified Developing or Below Standard status have been corrected, and that they can capably lead their schools in the areas of teaching and learning. A minimum of four school site observations will be held between the administrator and his/her supervisor to provide guided assistance in restoring proficient or exemplary status. Opportunities for peer support will be provided as appropriate.

- The Intervention Phase will be completed when an assessment of progress, written by the supervisor, indicates marked growth and improvement in identified areas (Attachment D). This review will be accompanied by a thorough and data-based self-assessment indicating that areas of weakness have been adequately addressed (Attachment B). If sufficient progress is made, the administrator will then move back to the professional growth phase, Proficient or Exemplary or forward to the professional growth phase (in the case of a new administrator).

- If insufficient progress is made to improve performance, counseling and support will be suggested and offered through the Human Resources Department. Peer coaching, and assistance will be requested from the Trumbull Administrator's Association

(TAA). Failure to satisfactorily meet performance standards set forth in this plan through the intervention process within six months may result in a recommendation of non-renewal to the Superintendent of Schools for his/her consideration and action.

- Novice educators shall generally be deemed effective if said educator receives at least two consecutive Proficient or Exemplary ratings, one of which must be earned in the fourth year of a novice educator's career. A Below Standard rating shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth in year two and two consecutive Proficient or Exemplary ratings in years three and four.

  A post-tenure educator shall generally be deemed ineffective if said educator received at least two consecutive Developing ratings or one Below Standard rating at any time.

  Calculations are determined from the Summative Rating Matric (page 27).

Dispute Resolution Process

In the event that the evaluator and administrator cannot agree on objectives, the evaluation period, feedback, or the professional development plan, a second meeting shall be convened so that the administrator and the evaluator may bring a peer advocate, who can be a TAA member, to strive for a mutual agreement. If no resolution is reached, the disagreement will be forwarded and a meeting will convene with the administrator, evaluator and superintendent for resolution. The superintendent is the final decision maker when a resolution cannot be reached.

It should be noted that although a written performance summary should strive to be collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If an administrator strongly disagrees with the year-end assessment that is written, the administrator should add a statement relative to the nature of the disagreement before signing the document.

The Professional Learning Component

The Teacher/Administrator Supervisory Evaluation and Professional Learning Plan inherently seeks to provide a framework for administrator growth and development over time. Both district-wide and individualized professional learning activities should be directly aligned with specific areas of the CSLS, the Connecticut Code of Professional Responsibility, goals set by the administrator and agreed to by his/her supervisor, district-wide and school goals and initiatives, and the SIP framework. In addition, the enhancement of teacher and student learning and performance will be embedded in all professional learning activities.

Time for administrators will be provided to collaborate and share understandings of leadership and instructional practices. Regular administrator meetings will provide such opportunities, and special professional learning activities will be offered to extend learning to assist administrators in meeting expectations for their performance. At a minimum, Professional Learning activities will be provided for administrators in the areas of:

- Teacher evaluation and supervision for improved performance
- Data collection and analysis for improved decision making and school improvement

- Technology as a tool for effective school management and enhanced teaching and learning
- Curriculum standards and their alignment with what is taught and tested
- Research-based learning theory to support differentiated and appropriate instruction
- Collaborative leadership strategies for school improvement
- Effective management of staff, physical plant, and policy implementation
- School climate and safety
- A culture driven by a district commitment to school climate and safety

EVALUATION REQUIREMENTS, TIMELINES, AND PROCEDURES

PHASE OF EVALUATOR DEVELOPMENT	GOAL SETTING	SUPPORT PROCESSES	MID YEAR CONFERENCE	END OF YEAR CONFERENCE	PERFORMANCE SUMMARY
Induction Phase	By October 31st •Attachment A	•Orientation program •Mentor assigned for first year Minimum four school site observations-at least two by January 15th •Formative feedback •Professional Learning •Support from TAA	By January 31st •Attachment B1	By June 15th •Attachment C	By end of school year •Attachment D
Professional Growth *Exemplary* *Proficient*	By October 31st •Attachment A	•Self-directed •Minimum two school site observations by June 15th •Professional Learning •Support from TAA	By January 31st	By June 15th •Attachment C	By end of school year •Attachment D
Developing *Below Standard*	By October 31st •Attachment A	•Intensive action plan for remediation defined by supervisor •Minimum of four school site observations by end of 6 month intervention period, or end of school year (whichever comes first) •Attachment C •Peer coaching and/or assistance from TAA	By January 31st •Attachment B	By June 15th •Attachment C	By end of 6 month intervention period, or end of school year (whichever comes first) •Attachment D

Attachment A
(Administrator)

Goal Setting Worksheet

Name _____ School_____
Date_____

Annual Goal(s) for the school year (Sept. – June)
(The desired objective(s) to be achieved and alignment with specific standards of the CSLS and indicators of student performance, including SPI and locally determined indicators.)

Action plan to be used to attain goal(s):

Evidence of goal(s) attainment:
(Student learning indicators, Performance and Practice, Stakeholder Feedback, and Teacher Effectiveness)

Desired support from supervisor:

_____

Administrator's signature/date Evaluator's signature/date

***High School Administrators must include cohort graduation rates and the extended graduation dates.**

Attachment B
(Administrator)

Mid-Year Action Plan for Targeted Improvement for Developing and Below Standard Administrators

Name _____ School_____
Date_____

Specific expectations/standards needing improvement:
(Specific standards of CSLS, leadership activities related to student learning or guidelines of the Code for Professional Responsibilities for School Administrators)

Action plan to address recommended improvements:

Anticipated results of improvement plan:
(Expected measures of success and progress toward improvement)

Desired assistance from supervisor:

_____

Administrator's signature/date Evaluator's signature/date

Attachment B1
(Administrator)

Mid-Year Non-tenured Administrator's Self-Assessment of Leadership Improvements

Name _____ School_____
Date_____

Reflections on progress, improvements made, and supportive data:

_____

Administrator's signature/date Evaluator's signature/date

Attachment C
(Administrator)

Annual Self-Assessment

Name _____ School_____
Date_____

Describe the progress you have made leading your school in its improvement efforts based on the CSLS and Student Learning. Be sure to include initiatives that you have introduced, data you used to assess that initiative, and strides you have made in actualizing that initiative.

_____

Administrator's signature/date Evaluator's signature/date

Administrator Performance Rubric Summary

Year _____ School(s)_____

Administrator: _____ Date:

Supervisor: _____ Date:

Score (Please check appropriate score): 1 = Below Standard 3 = Proficient 2 = Developing 4 = Exemplary				
Performance Expectation 1: Vision, Mission, Goals				
A. High Expectations for All				
B. Shared Commitments to Implement and Sustain the VMG				
C. Continuous Improvement toward the VMG				
Score	**1**	**2**	**3**	**4**
Performance Expectation 2: Teaching and Learning				
A. Strong Professional Culture				
B. Curriculum and Instruction				
C. Assessment and Accountability				
Score	**2**	**4**	**6**	**8**
Performance Expectation 3: Organizational Systems and Staff				
A. Welfare of Students, Faculty and Staff				
B. Operational Systems				
C. Fiscal and Human Resources				
Score	**1**	**2**	**3**	**4**
Performance Expectation 4: Families and Stakeholders				
A. Collaboration with Families and Community Members				
B. Community Interests and Needs				
C. Community Resources				
Score	**1**	**2**	**3**	**4**
Performance Expectation 5: Ethics and Integrity				
A. Ethical and Legal Standards of the Profession				
B. Personal Values and Beliefs				
C. High Standards for Self and Others				
Score	**1**	**2**	**3**	**4**
Performance Expectation 6: The Education System				
A. Professional Influence				
B. The Educational Policy Environment				
C. Policy Engagement				
Score	**1**	**2**	**3**	**4**
40% Administrator Performance and Practice Composite Score (Please circle score): 1 = 7-11 2 = 12-17 3 = 18-23 4 = 24-28				

Evaluator: _____ Date: _____

Administrator: _____ Date: _____

Administrator Performance Rubric Summary (Continued)

Meeting Dates:

Goal Setting Conference: _____ Mid Year Conference: _____
End of Year Conference: _____
School Site Conference: _____ _____ _____ _____ _____
Observations: _____ _____ _____ _____ _____

Administrator Rating Breakdown:

45%: _____ Student Learning Indicators
5%: _____ Teacher Effectiveness
40%: _____ Performance and Practice
10%: _____ Stakeholder Feedback

Total Score: _____

Summary

A brief summative statement may be included with this evaluation; the evaluator may address the following:

- Areas of Strength/Commendations
- Professional Goal Progress
- Areas of Growth Needed
- Supervisor/evaluator and teacher must mutually agree on an area of focus for continuous improvement and document in the Summative Statement below.

Summative Statement ***(Optional)***:

Signature indicates that the Administrator received a copy.

Supervisor: _____ Date: _____

Evaluator: _____ Date: _____

Teacher: _____ Date: _____

Additional Comments (Administrator: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.) If any issues/concerns arise, the administrator may request an additional conference with the supervisor/evaluator.

***Specific administrator competencies described in the Administrator Performance Rubric Summary and from the Connecticut School Leadership Standards (CSLS).**

Stakeholder Feedback – Central Office administrators must be rated on feedback from the stakeholders whom the administrator directly serves. Feedback must be based on elements and indicators within the Connecticut Leadership Standards and will be kept anonymous and will demonstrate validity and reliability.

Administrator Performance Rubric Summary Description

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The Teacher/Administrator Supervision Evaluation and Professional Learning Committee created the new yearly Administrator Performance Rubric Summary with opportunity for input from administrators and teachers. The new Rubric Summary provides the administrator and the supervisor with clear indicators of accomplishments and for continuous improvement. The descriptive performance expectations in the rubric are linked to the *Connecticut School Leadership Standards* (CSLS). Trumbull's Rubric is based on the six performance expectations which are: Performance Expectation 1: Vision, Mission and Goals; Performance Expectation 2: Teaching and Learning; Performance Expectation 3: Organizational Systems and Safety; Performance Expectation 4: Families and Stakeholders; Performance Expectation 5: Ethics and Integrity; and, Performance Expectation 6: The Education System. The rubric summary is used as an analytic tool to provide feedback for administrators to help them plan for further professional growth. As part of the dialogue at the End of Year Performance Conference, the supervisor will use the rubric and matrix to assess the yearly performance.

The rubric being used is based on the *Connecticut School Leadership Standards* (CSLS).

The six performance continuum columns for each discipline rubric, reading from left to right, were given a rating of 1 through 4 by the Administrator Supervision Evaluation and Professional Learning Committee, as outlined below:

1. Below Standard
2. Developing
3. Proficient
4. Exemplary

The ratings from the rubric will be recorded on Attachment D. The Teaching and Learning Performance Expectation will weigh twice as much as any other performance expectation. Student Learning Indicators will include the following: School Performance Indicators (SPI) progress from year to year, SPI progress from student sub-groups, two locally determined indicators, one of which will include, for the high school, graduation percentage. Performance ratings will include the following requirements: at least two school site observations for any Exemplary or Proficient administrators and at least four school site observations for new to the district administrators, and administrators receiving Developing or Below Standard rating.

Evaluators of all administrators, excluding building principals, will receive four site observations. The feedback instrument, based on the elements and indicators of the CSLS, will be determined by the Superintendent to help the administrator gather relevant data and/or a clear outline of how the data will be captured and reviewed. Five percent of teacher effectiveness outcomes is measured by the percentage of teachers meeting the student learning objectives as indicated in their performance evaluations. For Assistant Principals, measures of teacher effectiveness focus only on teachers they are responsible for evaluating. If the building administrator job duties do not include teacher evaluation, the teacher effectiveness rating for the Principal will apply.

During the end of year conference, the administrator will share artifacts, student data, stakeholder feedback, and any other pertinent evidence. Attachment D will be completed by the supervisor and given to the administrator for signature and further discussion if necessary. If any issues/concerns arise, the administrator may request an additional conference with the supervisor.

I. PERFORMANCE EXPECTION 1: VISION, MISSION, GOALS (VMG) Element A: High Expectations For All				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Uses varied sources of information. Analysis data and current practices and outcomes to shape the VMG.	• Adm. consistently uses a variety of information and frequently analyzes data to shape the VMG. • VMG are paramount and reflect as the common thread in the culture of the building.	• Adm. adequately uses supportive information and often analyzes data to shape the VMG. • VMG are prominent and evident throughout the culture of the building.	• Adm. uses some information to shape VMG and at times analyzes the data to shape the VMG. • VMG are somewhat visible throughout the culture building.	• Adm. does not use information to shape the VMG nor analyzes any data with regard to the VMG. • VMG are not present in the culture of the building.
2. Alignment of VMG to district, state, and federal policies.	• Adm. VMG are strongly aligned to the district, state, and federal policies.	• Adm. VMG are sufficiently aligned to the district, state, and federal policies.	• Adm. VMG are somewhat aligned to the district, state, and federal policies.	• Adm. VMG are not aligned to the district, state, state, federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared VMG so that all students have equitable and effective learning opportunities.	• Adm. possesses a creative and meaningful perspective to incorporate his/her VMG. • Adm. consistently collaborates with all stakeholders.	• Adm. possesses a challenging and functional perspective to incorporate his/her VMG. • Adm. often collaborates with all stakeholders.	• Adm. attempts to employ some perspective to incorporate his/her VMG. • Adm. occasionally collaborates with all stakeholders.	• Adm. does not possess a perspective nor vision to incorporate his/her VMG. • Adm. does not collaborate with stakeholders.
Attributes ▪ Alignment of VMG ▪ Diverse perspectives ▪ Collaboration with all stakeholders ▪ Equitable and effective learning opportunities for all				

I. PERFORMANCE EXPECTATION 1: VISION, MISSION, GOALS (VMG) Element B: Shared Commitments to Implement and Sustain the VMG				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Develops shared understandings, commitments and responsibilities with all stakeholders for VMG to guide and evaluate decisions, actions and outcomes.	• Adm. provides a vibrant inclusive environment focusing on best practices and results for all students.	• Adm. provides a supportive environment focusing on best practices and results for all students.	• Adm. attempts to provide a supportive environment focusing on best practices and results for all students.	• Adm. does not provide a supportive environment.
2. Aligns actions and communicates the VMG to all constituents.	• Adm. consistently ensures that the VMG informs staff learning and criteria for teacher performance and school programs.	• Adm. often ensures that the VMG informs staff learning and criteria for teacher performance and school programs.	• Adm. at times ensures that the VMG informs staff learning and criteria for teacher performance and school programs.	• Adm. does not ensure that the VMG informs staff learning and criteria for teacher performance and school programs.
Attributes: ▪ Mutual commitment to implement and maintain the VMG ▪ Vision, Mission and Goals (VMG) communicated to all				

I. PERFORMANCE EXPECTATION 1: VISION, MISSION, GOALS (VMG) Element C: Continuous Improvement Toward the VMG				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Uses data systems, research and other information from all stakeholders to identify gaps, outcomes, areas of improvement and shape programs for monitoring and revision.	• Adm. uses a plethora of data and research from all stakeholders to acquire information. All information systems identify strengths, gaps and areas of improvement. All data is used to shape programs and carry out revisions.	• Adm. uses sufficient data to acquire information and research from all stakeholders. Many elements of information systems identify strengths, gaps and areas of improvement. Sufficient data is used to shape programs and carry out revisions.	• Adm. uses some data to acquire information. Some elements of information systems identify strengths, gaps and areas of improvement. Some data is used to shape programs and carry out revisions.	• Adm. does not use data to acquire information. Limited elements of information systems identify strengths, gaps and areas of improvement. Limited data is used to shape programs and carry out revisions.
2. Seeks and aligns resources to achieve the vision, mission, and goals (VMG).	• Administrator consistently seeks and aligns resources to achieve the VMG.	• Administrator frequently seeks and aligns resources to achieve the VMG.	• Administrator occasionally seeks and aligns resources to achieve the VMG.	• Administrator does not seek nor align resources to achieve the VMG.
Attributes: ▪ Technological expertise to assemble, interpret and analyze information				

I. PERFORMANCE EXPECTATION 2: TEACHING and LEARNING Element A: Strong Professional Culture				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Supports & evaluates PL to broaden faculty teaching skills to meet the diverse needs of all student.	• Adm. establishes a climate of collegiality and cooperation where staff accept collective responsibility for improvement of teaching and learning for diverse needs of all students.	• Adm. establishes parameters to support staff in exploration of instructional strategies for improvement of teaching and learning for diverse needs of all students.	• Adm. establishes some parameters in cooperating with staff to explore instructional strategies for improved of teaching and learning for diverse needs of all students.	• Adm. provides limited evidence of parameters to support staff to explore instructional strategies for improvement of teaching and learning for diverse needs of all students.
2. Provide support, time and resources to engage faculty that leads to evaluating and improving instruction and pursuing leadership opportunities. Opportunities for feedback included.	• Adm. fosters and encourages collaborative initiatives to research opportunities and consistently supports all avenues for improving instruction. Substantial time is provided. • Feedback is consistently observed.	• Adm. supports collaborative initiatives to research opportunities and frequently supports all avenues for improving instruction. Adequate time is provided. • Feedback is adequately observed.	• Adm. attempts to provide collaborative initiatives to research opportunities that supports improving instruction. Some time is provided. •Feedback is at times observed.	• Adm. does not engage in initiatives for collaboration to research opportunities to support improving instruction. No time is provided. • Feedback is not observed.
Attributes: ▪ Thriving climate reflects collective responsibility for meeting diverse student needs ▪ Collaboration time to support instruction ▪ Constructive assessment				

I. PERFORMANCE EXPECTATION 2: TEACHING and LEARNING Element B: Curriculum and Instruction				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Provides faculty and students with access to instructional resources, training and technical support beyond the classroom.	• Substantial opportunities are available and encouraged to pursue support as needed.	• Adequate opportunities are available to pursue support as needed.	• Some opportunities are available to pursue support as needed.	• Limited opportunities are available to pursue support as needed.

2. Assist faculty and students to continuously develop skills to succeed as global citizens.	• Adm. provides multiple venues to help staff help in understanding diverse cultures. Multiple activities and programs are developed for the entire school community.	• Adm. provides adequate venues to help staff help in understanding diverse cultures. Sufficient activities are developed for the school community.	• Adm. provides minimal venues to help staff help in understanding diverse cultures. Minimal activities are developed for the school community.	• Adm. does not provide venues to help staff help in understanding diverse culture. Few activities are developed for the school community.
3. Alignment of Standards-Based instructional program.	• Adm. provides consistent alignment to Standards-Based instructional program via current curricula.	• Adm. provides adequate alignment to Standards-Based instructional program via current curricula.	• Adm. provides marginal alignment to Standards-Based instructional program via existing curricula.	• Adm. does not provide alignment to Standards-Based instructional program via existing curricula.
Attributes: ▪ Encourages external learning opportunities ▪ Support for professional opportunities ▪ Ensures standards-based instructional program is calibrated				

I. PERFORMANCE EXPECTATION 2: TEACHING and LEARNING **Element C: Assessment and Accountability**				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Implements district, state, national, international assessment data & processes to conduct staff evaluation to strengthen teaching, learning & school improvement.	• Adm. consistently applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.	• Adm. frequently applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.	• Adm. occasionally applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.	• Adm. rarely applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.
2. Interprets district, state, national, international assessment data, including student sub groups & communicates progress toward VMG for the entire school community.	• Adm. consistently interprets data and communicates progress toward the VMG for the entire school community including student sub groups.	• Adm. frequently interprets data and communicates progress toward the VMG for the entire school community including student sub groups.	• Adm. occasionally interprets data and communicates progress toward the VMG for the entire school community including student sub groups.	• Adm. rarely interprets data and communicates progress toward the VMG for the entire school community including student sub groups.
Attributes: ▪ Element of cohesive underpinnings ▪ Communication and interpretation of VMG to school community				

I. PERFORMANCE EXPECTATION 3: ORGANIZATION SYSTEMS and STAFF Element A: Welfare of Students, Faculty and Staff				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, public safety departments and the community.	• Adm. consistently creates, coordinates, implements and evaluates all components of safety, security for the building with district and community personnel.	• Adm. frequently coordinates, implements and evaluates all components of safety, security of the building with district personnel.	• Adm. occasionally implements the safety, security plan provided by the district and evaluates it and at times meets with district personnel.	• Adm. follows the safety plans provided by the district. No evaluation of the plan or meetings with district personnel are observable.
2. Adm. Fosters a positive school climate which promotes learning and the well-being of the school community.	• Adm. promotes a positive learning environment via multiple processes and procedures which are clearly defined for the school community.	• Adm. promotes a positive learning environment via a variety of processes and procedures which are well-defined for the school community.	• Adm. supports a positive learning environment as directed by the district. Clarification of procedures and processes is needed.	• Adm. desires to encourage a positive learning environment; however, observable processes and procedures are lacking.
Attributes: ▪ Comprehensive safety and security plan implemented ▪ Consummate school climate promotes learning				

I. PERFORMANCE EXPECTATION 3: ORGANIZATION SYSTEMS and STAFF Element B: Operational Systems				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.	• Adm. complies with and consistently communicates all guidelines, requirements and evaluative checks to ensure a safe physical plant.	• Adm. complies with and frequently communicates all guidelines and requirements and evaluative checks to ensure a safe physical plant.	• Adm. complies with all requirements to ensure a safe physical plant.	• Adm. does not comply with guidelines and requirements to ensure a safe physical plant.
2. Administrator oversees security and maintenance of equipment to insure all systems which support teaching and learning are functional.	• Adm. consistently reviews all systems and needs as well as delegates immediate notification of improper functioning of technological equipment and facility needs to all pertinent personnel to investigate as appropriate.	• Adm. frequently reviews all systems and needs as well as delegates immediate notification of improper functioning of technological equipment and facility needs to all pertinent personnel to investigate as appropriate.	• Adm. occasionally reviews systems notification of improper functioning of technological equipment and facility needs to all pertinent personnel to investigate as appropriate.	• Adm. notifies pertinent personnel when systems are not functioning.
Attributes: ▪ Facility supports student learning ▪ Facility is safe and secure				

I. PERFORMANCE EXPECTATION 3: ORGANIZATION SYSTEMS and STAFF Element C: Fiscal and Human Resources				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Develops and operates a budget that aligns with district, state, and federal regulations.	• Adm. creates and monitors closely all expenditures and provides funding for all initiatives relative to building needs.	• Adm. creates and monitors all expenditures and provides funding for all initiatives relative to building needs.	• Adm. creates a budget for some initiatives relative to building needs.	• Adm. does not create an appropriate budget for building needs.
2. Implements practices to recruit, support and retain highly qualified staff as well as conducts staff evaluations.	• Adm. consistently supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are consistently conducted as specified in the teacher evaluation plan.	• Adm. frequently supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are frequently conducted as specified in the teacher evaluation plan.	• Adm. occasionally supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are occasionally conducted as specified in the teacher evaluation plan.	• Adm. rarely supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are not conducted as specified in the teacher evaluation plan.
Attributes: ▪ Fiscally responsible budget ▪ High standards for recruitment and retention of staff				

I. PERFORMANCE EXPECTATION 4: FAMILIES and STAKEHOLDERS Element A: Collaborating with Families and Community Members				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Uses a variety of strategies to engage in open communication with staff, families & community members to improve student achievement.	• Adm. communicates with families consistently and coordinates multiple activities to inform community members of student achievement initiatives.	• Adm. communicates with families frequently and coordinates many activities to inform community members of student achievement initiatives.	• Adm. communicates with families occasionally and coordinates some activities to inform community members of student achievement initiatives.	• Adm. communicates with families rarely and coordinates few activities to inform community members of student achievement initiatives.
Attributes: ▪ Communication and collaboration with all facets of school				

I. PERFORMANCE EXPECTATION 4: FAMILIES and STAKEHOLDERS Element B: Community Interests and Needs				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Demonstrates the ability to understand, communicate with, and interact effectively with people.	• Adm. possesses superior interpersonal skills and is able to articulate his/her perspective with finesse and clarity.	• Adm. possesses strong interpersonal skills and is able to articulate his/her perspective with ease and clarity.	• Adm. possesses evolving interpersonal skills and is able to articulate his/her perspective with some degree of ease and clarity.	• Adm. possesses weak interpersonal skills and is unable to articulate his/her perspective.
2. Capitalizes on the diversity of the community as an asset to strengthen education.	• Adm. works effortlessly with all facets of the school community to provide varied experiences promoting sensitivity toward diverse perspectives.	• Adm. works diligently with all facets of the school community to provide varied experiences promoting sensitivity toward diverse perspectives.	• Adm. works with the school community and attempts to promote sensitivity toward diverse perspectives.	• Adm. does not work with all facets of the school community and rarely promotes sensitivity toward diverse perspectives
Attributes: ▪ Distinguishable interpersonal skills ▪ Diversity of the community embraced				

I. PERFORMANCE EXPECTATION 4: FAMILIES and STAKEHOLDERS Element C: Community Resources				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. **Collaborates with community agencies of health, social, and other services that provide essential resources and services to children and families.**	• Cohesive relationships with all agencies are evident as administrator collaborates consistently to acquire crucial resources.	• Stable relationships with all agencies are evident as administrator collaborates frequently to acquire crucial resources.	• Evolving relationships with all agencies are occasionally observed as administrator works to acquire crucial resources.	• Weak relationships with all agencies are observed as administrator is not collaborative in acquiring crucial resources.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	• Administrator works consistently to sustain beneficial relationships which lead to sharing resources.	• Administrator works frequently to sustain beneficial relationships which lead to sharing resources.	• Administrator attempts to sustain beneficial relationships which lead to sharing resources.	• Administrator does not sustain beneficial relationships.
Attributes: ▪ Collaboration results in essential services offered to all ▪ Highly developed relationships promote sharing of resources				

I. PERFORMANCE EXPECTATION 5: ETHICS and INTEGRITY Element A: Ethical and Legal Standards of the Profession				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix)	• Adm. demonstrates an ethical, professional manner in accordance with Connecticut's Code of Professional Responsibility for Educators.	_____	_____	• Adm. does not demonstrate an ethical, professional manner in accordance with Connecticut's Code of Professional Responsibility for Educators.
2. Administrator maintains confidentiality, the rights of students, models personal integrity and fairness, and holds others to the same standards.	• Adm. consistently protects the rights of all students, maintains confidentiality and models a respectful, professional and fair demeanor.	• Adm. frequently protects the rights of all students, maintains confidentiality and models a respectful, professional and fair demeanor.	• Adm. at times protects the rights of all students, maintains confidentiality and models a respectful, professional and fair demeanor.	• Adm. does not maintain confidentiality nor models a professional demeanor.
Attributes: ▪ Professional conduct commensurate with CT Code of Professional Responsibility ▪ Confidentiality and ethical behavior				

I. PERFORMANCE EXPECTATION 5: ETHICS and INTEGRITY Element B: Personal Values and Beliefs				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Demonstrates respect for the inherent dignity and worth of each individual.	• Adm. consistently values all constituents as evidenced by his/her daily interactions.	• Adm. frequently values all constituents as evidenced by his/her daily interactions.	• Adm. is tolerant of all constituents as evidenced by his/her daily interactions.	• Adm. demonstrates a lack of respect for all constituents as evidenced by his/her daily interactions.
2. Models respect for diversity and equitable practices for all stakeholders.	• Adm. possesses an instinctual ability of the value of a diverse community and embraces its contribution.	• Adm. possesses a keen ability of the value of a diverse community and its contribution.	• Adm. possesses some ability to recognize the value of a diverse community and its contribution.	• Adm. is barely cognizant of a diverse community and its contribution.
Attributes: ▪ Integrity, respect and personal ethics				

I. PERFORMANCE EXPECTATION 5: ETHICS and INTEGRITY Element C: High Standards for Self and Others				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Promotes understanding of the legal, social and ethical use of the technology among all members of the school community.	• Adm. is knowledgeable and insightful with regard to the proper use of and issues relating to technology and consistently addresses expectations to the school community.	• Adm. is knowledgeable and effective with regard to the proper use of and issues relating to technology and frequently addresses expectations to the school community.	• Adm. is familiar with regard to the proper use of and issues relating to technology and occasionally addresses expectations to the school community.	• Adm. is aware of the proper use of and issues relating to technology, however rarely addresses expectations to the school community.
2. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.	• Adm. is a comprehensive model of integrity, ethics, organization, and innovation with distinguishable characteristics that foster successful pedagogy and human development.	• Adm. is a talented model of integrity, ethics, organization, and innovation with notable characteristics that foster successful pedagogy and human development.	• Adm. is a model of integrity, ethics, organization, and innovation with some characteristics that foster successful pedagogy and human development.	• Adm. does not serve as a model of integrity, ethics, organization, and innovation with few characteristics that foster successful pedagogy and human development.
Attributes: ▪ Value of promoting ethical use of technology ▪ High standards for school community				

I. PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM Element A: Professional Influence				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Promotes public discussion and communicates to all stakeholders and policy makers the state of educational issues.	Adm. continuously promotes public discussion and informs all stakeholders and policy makers regarding educational issues.	Adm. frequently promotes public discussion and informs all stakeholders and policy makers regarding educational issues.	Adm. occasionally promotes public discussion and informs all stakeholders and policy makers regarding educational issues.	Adm. rarely promotes public discussion and informs all stakeholders and policy makers regarding educational issues.
Attributes: ▪ Positive impact guiding educational issues				

I. PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM Element B: The Educational Policy Environment				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Communicates educational policies and political support to acquire equitable resources for all.	• Adm. is highly competent in dealing with all policies and complex political issues to ensure equitable resources for all.	• Adm. is competent in dealing with all policies and complex political issues to ensure equitable resources for all.	• Adm. is able to deal with all policies and political issues to ensure equitable resources for all.	• Adm. is ineffective in dealing with all policies and political issues to ensure equitable resources for all.
Attributes: ▪ Embraces the public forum to acquire resources				

I. PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM Element C: Policy Management				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Informs, advocates and engages all parties to ensure equity and resources to be available to meet the needs of all students.	• Adm. consistently informs, advocates and engages all parties of the paramount needs of all students.	• Adm. frequently informs, advocates and engages all parties of the paramount needs of all students.	• Adm. occasionally informs, advocates and engages all parties of the paramount needs of all students.	• Adm. rarely informs and engages all parties of the paramount needs of all students.
Attributes: ▪ Maintains perspicuity to communicate needs.				

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FOUR CATEGORIES OF ADMINISTRATOR PERFORMANCE

Student Learning Indicators

1) Multiple Student Learning Indicators: 45**%**
2) Teacher Effectiveness: 5%

Performance and Practice Indicators

1) Performance and Practice: 40%
2) Stakeholder Feedback: 10%

Multiple Student Indicators (45%)

- 22.5% School Performance Index (SPI)
  - SPI progress (aggregate, subgroups) required
  - SPI ratings (aggregate, subgroups) optional
- 22.5% local measures (at least 2 indicators)
  - Subjects/grades not assessed on state-administered assessment
  - will include cohort and extended graduation rate (HS only)
- Indicators within each 22.5% adjusted to reflect scope of job responsibilities and/or use district-wide student learning results for roles other than principals

Teacher Effectiveness (5%)

- Measured by the percentage of teachers meeting student learning objectives as indicated in their performance evaluations
- Assistant Principal measures of teacher effectiveness focus only on teachers they are responsible for evaluating
- Building Administrators who do not evaluate teachers the teacher effectiveness for the principal will apply

Performance and Practice (40%)

- Use of Trumbull Administrator Performance Rubric based on the CSLS
- Teaching and Learning weighed twice as much as any other standard
- Professional learning provided

Stakeholder Requirement and Feedback (10%)

- The Trumbull instrument including, but not limited to, focus groups, surveys, or questionnaires based on the CSLS
- Ratings based on improvement and overall performance
- Stakeholders will include teachers, parents, and may include others
- Central Office administrators must be rated on feedback from stakeholders whom the administrator directly serves.
- Feedback must be based on elements and indicators within the Connecticut Leadership Standards and will be kept anonymous and will demonstrate validity and reliability.

FOUR PERFORMANCE LEVELS

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

SUMMATIVE RATING MATRIX

Summative Rating Matrix		*Performance Practice Related Indicators Rating* *40% Observations and 10% Stakeholder Feedback*			
		Exemplary 4	Proficient 3	Developing 2	Below Standard 1
Student Related Indicators Rating 45% Assessments and 5% Learning – Teacher Effectiveness	Exemplary 4	Exemplary	Exemplary	Proficient	Gather further information
	Proficient 3	Exemplary	Proficient	Proficient	Gather further information
	Developing 2	Proficient	Proficient	Developing	Developing
	Below Standard 1	Gather further information	Gather further information	Developing	Below Standard

Appendix A

Common Core of Leading:
Connecticut School Leadership Standards

*Performance Expectations, Elements and Indicators

*For further information, visit: http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&Q=333900

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

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

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

PERFORMANCE EXPECTATION 6: The Education System

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

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: High Expectations for All

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

Indicators: ***A leader...***

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

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

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

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

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

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

Indicators: ***A leader...***

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

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

Indicators: ***A leader...***

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Strong Professional Culture

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

Indicators: ***A leader...***

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

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

[5] **faculty**: certified school faculty.

Element B: Curriculum and Instruction

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

Indicators: ***A leader...***

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

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

Element C: Assessment and Accountability

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

Indicators: ***A leader...***

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information[7] to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Indicators: ***A leader...***

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

Element B: Operational Systems

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

Indicators: ***A leader...***

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

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

Indicators: ***A leader...***

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

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

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

Indicators: ***A leader...***

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

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

Indicators: ***A leader...***

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity[8] of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

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

Indicators: ***A leader...***

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

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

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A).*

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

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

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

Indicators: ***A leader...***

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice[9] for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

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

Element B: Personal Values and Beliefs

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

Indicators: ***A leader...***

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

Element C: High Standards for Self and Others

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

Indicators: ***A leader...***

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

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

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

Narrative

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

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

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

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

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

Indicators: ***A leader...***

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

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

Indicators: ***A leader...***

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

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

Indicators: ***A leader...***

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

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

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

(1) The professional educator, in full recognition of his or her obligation to the student shall:

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

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
(B) Uphold the professional educator's right to serve effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Engage in professional learning to promote and implement research-based best educational practices;
(F) Assume responsibility for his or her professional development;
(G) Encourage the participation of educators in the process of educational decision making;
(H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;
(I) Encourage promising, qualified, and competent individuals to enter the profession;
(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
(M) Promote and maintain ongoing communication among all stakeholders; and
(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

(A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the Student's Family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

(A) Respect the dignity of each family, its culture, customs, and beliefs;
(B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
(C) Consider the family's concerns and perspectives on issues involving its children; and
(D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;
(B) Discriminate against students;
(C) Sexually or physically harass or abuse students;
(D) Emotionally abuse students; or
(E) Engage in any misconduct which would put students at risk.

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

(A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
(B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
(C) Misrepresent his, her or another's professional qualifications or competencies;
(D) Sexually, physically or emotionally harass or abuse district employees;
(E) Misuse district funds and/or district property; or
(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;
(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
(C) Shall not knowingly misrepresent facts or make false statements.

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

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

Appendix B

Connecticut State Department of Education

Connecticut Code of Professional Responsibility for Administrators

Also available as Adobe PDF

Regulations of Connecticut State Agencies
Section 10-145d-400a

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

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

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

(b) Responsibility to the Student:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
(D) Foster in students the full understanding, application and preservation of democratic principles and processes;
(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(F) Assist students in the formulation of worthy, positive goals;
(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problemsolving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state lawor professional practice;
(J) Create an emotionally and physically safe and healthy learning environment for all

students; and
(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the Profession:

(1)The professional educator, in full recognition of his or her obligation to the profession , shall:

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
(B) Uphold the professional educator's right to serve effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Engage in professional learning to promote and implement research-based best educational practices;
(F) Assume responsibility for his or her professional development;
(G) Encourage the participation of educators in the process of educational decision-making;
(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
(I) Encourage promising, qualified and competent individuals to enter the profession;
(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
(M) Promote and maintain ongoing communication among all stakeholders; and
(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

(A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

(1) The professional educator in full recognition of the public trust vested in the profession, shall:

(A) Respect the dignity of each family, its culture, customs, and beliefs;
(B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
(C) Consider the family's concerns and perspectives on issues involving its children; and
(D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;
(B) Discriminate against students;
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(D) Emotionally abuse students; or
(E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

(A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
(B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
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(D) Sexually, physically or emotionally harass or abuse district employees;
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(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;
(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
(C) Knowingly misrepresent facts or make false statements.

* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

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

Mark K. McQuillan
Commissioner

Division of Teaching, Learning and Instructional Leadership

Marion H. Martinez
Associate Commissioner

Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

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August 2010

If you require further information or have a technical question regarding this site, contact us

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Appendix C

Tri-State Consortium

Tri-State Consortium
Principles Regarding Responsible Assessment and the Appropriate Use of Assessment Data

Principle 1: Purpose of Responsible Assessment

The purpose of assessment is to give students opportunities to demonstrate their understanding of content, concepts and skills and to provide feedback to students in order to improve their learning. Responsible assessments enable educators to generate and analyze information about student learning, and to alter the teaching/learning dynamic to better meet students' needs. Responsible assessment measures the effect of and informs curriculum and instruction. In general terms, schools ask students to acquire knowledge, apply knowledge, and create knowledge. Responsible assessment generates information about the extent to which students can do all three.

Principle 2: Forms of Responsible Assessment

Assessment may be diagnostic, formative or summative. All three forms have limitations and should not be used as the sole indicators of student learning. Multiple forms of assessment provide a broader and more accurate picture of what students know and can do. Standardized tests are useful in examining the learning of large groups of students and assisting educators and the public to make comparisons and identify patterns within and across groups of students, while more authentic, performance-based assessments are helpful in providing richer detail about what individual students know and can do and how they progress over time.

Principle 3: Misuse of Responsible Assessment

Assessments designed to provide information about individual student learning should not be used to gauge the effectiveness of schools or school districts. Just as it is inappropriate to make judgments about students based on any single measure, it is also inappropriate to make judgments about teachers, schools or school districts based on any single measure.

Principle 4: Characteristics of Responsible Assessment

Responsible assessment is valid, reliable, meaningful and, to the extent possible, authentic. Authentic assessments are trans-disciplinary and invite students to engage in higher order thinking. They generate results that are replicable across populations and information about learning that is meaningful for students and teachers alike. This information may be quantitative and/or qualitative. Responsible assessment strikes a balance between standardized measures and more authentic, performance-based measures. The information gathered through authentic assessment is to be used in conjunction with data gathered through norm-referenced and criterion-referenced tests to develop a fuller and richer picture of student knowledge and understanding.

Principle 5: Variations within Responsible Assessment

Different people learn in different ways and at different rates. Responsible assessment honors this reality by acknowledging learning at specific moments in time, by accounting for growth in learning over time, and by generating information that sheds light on students' learning in relation to self and in relation to external standards.

Principle 6: Equity in Responsible Assessment

Responsible assessment accounts for the inevitable variations in students' cultural and socio-economic backgrounds and experiences, language differences, and abilities and disabilities. One size does not fit all students equally, and responsible assessment recognizes that some students are advantaged and disadvantaged by reliance on only one form of assessment.

Principle 7: Professional Understanding of Responsible Assessment

All forms of assessment have strengths and limitations. Those developing and administering assessments must understand the basic tenets contained in this set of principles. It is the responsibility of the institutions in which they work to provide ongoing professional learning opportunities focused on assessment and the use of assessment data.

Principle 8: Revision and Refinement of Responsible Assessment

Responsible assessment practices must be regularly reviewed and revised in order to remain relevant for the students participating in them and instructionally informative for the educators administering them.

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

TEACHING AND LEARNING STANDARDS

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS
CURRICULUM
INSTRUCTION
ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

2 Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

2. The curriculum is written in a common format that includes:
   - units of study with essential questions, concepts, content, and skills
   - the school's 21st century learning expectations
   - instructional strategies
   - assessment practices that include the use of school-wide analytic and course-specific rubrics.

3. The curriculum emphasizes depth of understanding and application of knowledge through:
   - inquiry and problem-solving
   - higher order thinking
   - cross-disciplinary learning
   - authentic learning opportunities both in and out of school
   - informed and ethical use of technology.

4. There is clear alignment between the written and taught curriculum.

5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.

6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

3 Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
   - personalizing instruction
   - engaging students in cross-disciplinary learning
   - engaging students as active and self-directed learners
   - emphasizing inquiry, problem-solving, and higher order thinking
   - applying knowledge and skills to authentic tasks
   - engaging students in self-assessment and reflection
   - integrating technology.

3. Teachers adjust their instructional practices to meet the needs of each student by:
   - using formative assessment, especially during instructional time
   - strategically differentiating
   - purposefully organizing group learning activities
   - providing additional support and alternative strategies within the regular classroom.

4. Teachers, individually and collaboratively, improve their instructional practices by:
   - using student achievement data from a variety of formative and summative assessments
   - examining student work
   - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
   - examining current research
   - engaging in professional discourse focused on instructional practice.

5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

4 Assessment of and for Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

2. The school's professional staff communicates:
   - individual student progress in achieving the school's 21st century learning expectations to students and their families
   - the school's progress in achieving the school's 21st century learning expectations to the school community.

3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

5. Prior to summative assessments, teachers provide students with the corresponding rubrics.

6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
    - student work
    - common course and common grade-level assessments
    - individual and school-wide progress in achieving the school's 21st century learning expectations
    - standardized assessments
    - data from sending schools, receiving schools, and post-secondary institutions
    - survey data from current students and alumni.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Support Standard

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

4. In order to improve student learning through professional development, the principal and professional staff:
   - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
   - use resources outside of the school to maintain currency with best practices
   - dedicate formal time to implement professional development
   - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

7. Student load and class size enable teachers to meet the learning needs of individual students.

8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Support Standard

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

2. The school provides information to families, especially to those most in need, about available student support services.

3. Support services staff use technology to deliver an effective range of coordinated services for each student.

4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
   - deliver a written, developmental program
   - meet regularly with students to provide personal, academic, career, and college counseling
   - engage in individual and group meetings with all students
   - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
   - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
   - provide preventative health services and direct intervention services
   - use an appropriate referral process
   - conduct ongoing student health assessments
   - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
   - are actively engaged in the implementation of the school's curriculum
   - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
   - ensure that the facility is available and staffed for students and teachers before, during, and after school
   - are responsive to students' interests and needs in order to support independent learning
   - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Support Standard

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
   - a wide range of school programs and services
   - sufficient professional and support staff
   - ongoing professional development and curriculum revision
   - a full range of technology support
   - sufficient equipment
   - sufficient instructional materials and supplies.

2. The school develops, plans, and funds programs:
   - to ensure the maintenance and repair of the building and school plant
   - to properly maintain, catalogue, and replace equipment
   - to keep the school clean on a daily basis.

3. The community funds and the school implements a long-range plan that addresses:
   - programs and services
   - enrollment changes and staffing needs
   - facility needs
   - technology
   - capital improvements.

4. Faculty and building administrators are actively involved in the development and implementation of the budget.

5. The school site and plant support the delivery of high quality school programs and services.

6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

NEASC

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

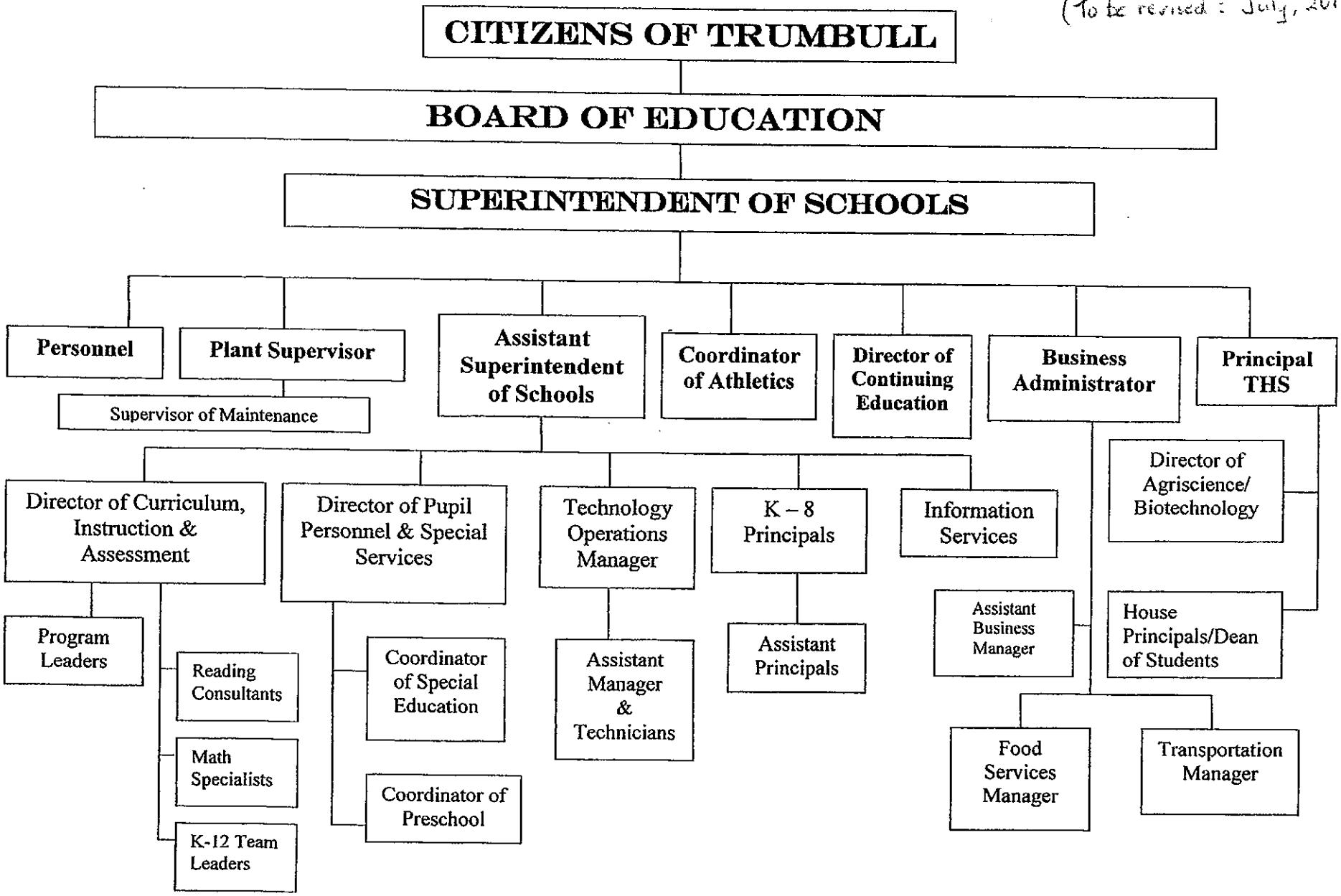
The New England Association of Schools and Colleges, Inc. was founded in 1885. It is the nation's oldest regional accrediting association whose mission is the establishment and maintenance for high standards for all levels of education, from pre-K to the doctoral level.

NEASC serves more than 2,000 public and independent schools, colleges and universities in the six states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and American/ International schools on more than 67 nations world-wide.

"Accreditation has been a longstanding stimulus for educational improvement throughout New England," says Cameron C. Staples, President and CEO of NEASC. NEASC prides itself on its enduring commitment to self-regulation and peer review. The peer review process brings educators from all over New England together and allows for honest ,objective and comprehensive evaluations carried out with the utmost integrity and commitment to research-driven standards."

NEASC is the school improvement vehicle for Trumbull High School. This evaluation takes place every ten years.

Appendix D
(To be revised : July, 2015)



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Appendix E

Educational Leadership Self Inventory

ELSI

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Instructions: This Self Inventory is designed to provide a personal profile of educational leadership. It consists of 69 statements that describe performances contained within the CSDE Standards for School Leaders. You are asked to respond to each question by reflecting on your leadership performance over the past 10-12 months.

Read each question carefully. Then circle the number that indicates the extent to which you feel you have demonstrated the performance during the past 10-12 months. In responding to each question:

1 represents **Seldom/Almost Never.**
2 represents **Sometimes;**
3 represents **Frequently**; and,
4 represents **Almost Always**

If you find some statements difficult to rate, use your judgment in selecting the most appropriate rating (e.g., something you never do may be rated as **Seldom/Almost Never** or, something that you do "more than frequently" or that you do "continually" may be rated as **Almost Always**). You may also want to make comments, in the space provided to clarify the rating selected or to further reflect on your performance. Circle only one number per question and try to respond to every question.

The format for this questionnaire is based on the The Principal Instructional Management Scale, Philip Hallinger (1984). The rating scale and the content of the questionnaire are based on the Connecticut State Department of Education's (CSDE) Standards for School Leaders and was adapted by Larry Jacobson (CSDE) in 1999.

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To what extent do I...?

I. The Educated Person

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Develop a vision of the educated person; share that vision with the school community and work with parents, community members, staff, and students to create a shared vision of the educated person	1	2	3	4
2. Work with staff, parents, and students to translate the school's vision of the educated person into school goals and student standards	1	2	3	4
3. Work with parents and staff to identify the connection between the school's image of the educated person and a knowledge of contemporary learning theory	1	2	3	4
4. Work with staff, parents, and students to translate the school's vision of the educated person into a strategic plan of school improvement and program revision	1	2	3	4
5. Ensure that the school's vision of the educated person informs staff development and is incorporated into the criteria for evaluating teacher performance and school programs	1	2	3	4
6. Demonstrate sensitivity to and respect for all cultural groups	1	2	3	4
7. Model the school's image of the educated person and insist staff to do the same	1	2	3	4

Comments/Reflections: I.____

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II. The Learning Process

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Stay current with research and theory regarding learning and motivation	1	2	3	4
2. Work with teachers to create a variety of formal and informal opportunities for teachers to further develop their understanding of the learning process and to examine the implications of the learning process for teaching	1	2	3	4
3. Ensure that students are provided with opportunities for active engagement and testing of ideas	1	2	3	4
4. Encourage students to assume responsibility for their learning	1	2	3	4
5. Work with teachers to assess individual and group performance in order to design instruction that meets learners' current needs and that leads to higher levels of development	1	2	3	4

Comments/Reflections:

II._____

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To what extent do I...?

III. The Teaching Process

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Use effective strategies to promote the continuous development of individual teacher abilities	1	2	3	4
2. Work with staff to design professional development activities that improve teaching and learning	1	2	3	4
3. Involve staff in the exploration of effective instructional strategies	1	2	3	4
4. Use the evaluation process to promote teacher reflection and growth	1	2	3	4
5. Establish a climate of collegiality and cooperation where staff accept collective responsibility for improved teaching and learning	1	2	3	4
6. Work with teachers to implement a variety of formal and informal assessment techniques to enhance teachers' knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies	1	2	3	4

Comments/Reflections: **III.____**

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IV. Diverse Perspectives

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Provide professional development experiences that help staff understand diverse cultures in our world, community, and school	1	2	3	4
2. Involve the staff in developing activities and curricula representative of diverse cultural groups	1	2	3	4
3. Work with staff to incorporate multiple perspectives into the school curricula	1	2	3	4
4. Involve the staff in creating, implementing, and assessing relevant programs for diverse groups	1	2	3	4
5. Work with staff, students, parents, and the community to provide experiences that promote sensitivity toward diverse perspectives	1	2	3	4
6. Work with staff to ensure that all groups of students achieve at high levels	1	2	3	4

Comments/Reflections: **IV.____**

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To what extent do I...?

V. School Goals

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Engage members of the school community in establishing goals that support the school's vision of the educated person	1	2	3	4
2. Involve the school community in the exploration of instructional and programmatic alternatives that have the potential to enhance goal attainment	1	2	3	4
3. Employ multiple strategies to promote individual commitment to school goals	1	2	3	4
4. Employ multiple assessment strategies to monitor progress toward school goals	1	2	3	4
5. Incorporate school goals into teacher appraisal objectives	1	2	3	4
6. Incorporate school goals in the planning of professional development activities	1	2	3	4

Comments/Reflections:

V.____

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VI. School Culture

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Use current understandings of teaching and learning as a basis for establishing an ongoing dialogue regarding the school mission and goals	1	2	3	4
2. Engage members of different interest groups in the school to promote school goals and establish a common, underlying school purpose	1	2	3	4
3. Work with school constituents to enhance aspects of the school culture that promote student learning	1	2	3	4
4. Help the staff develop shared values that create a positive school climate of openness, mutual respect, support, and inquiry	1	2	3	4

Comments/Reflections:

VI.____

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To what extent do I...?

VII. School Standards and Assessment

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Work with the school community to develop rigorous academic standards for student performance	1	2	3	4
2. Work with teachers to assess student individual and group performance	1	2	3	4
3. Work with staff to implement multiple assessment strategies to monitor individual and group progress	1	2	3	4
4. Promote practices and programs that contribute to the achievement of academic standards by all students	1	2	3	4
5. Ensure that all students make continuous progress toward academic standards	1	2	3	4

Comments/Reflections: VII.___

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VIII. School Improvement

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Ensure that all students make continuous progress toward academic standards	1	2	3	4
2. Ensure that all groups of students, regardless of ethnicity or gender, achieve at high levels	1	2	3	4
3. Work with staff to develop programs and incorporate practices that help all children reach high achievement standards	1	2	3	4
4. Actively involve staff in the exploration of promising instructional and programmatic alternatives	1	2	3	4
5. Works with staff to design policies that contribute to the use of sound assessments at all levels, and use assessment results for student, teacher, program, and building-level improvement	1	2	3	4
6. Use student outcomes to inform decisions regarding the quality of programs for students and the appropriateness of professional development for staff	1	2	3	4
7. Use a wide range of sources of information as the basis for evaluating school improvement (e.g., parent/teacher involvement, attendance, classroom observations)	1	2	3	4
8. Works with staff to establish a school culture that values and promotes individual and collective reflection and learning	1	2	3	4

Comments/Reflections: **VIII.__**

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To what extent do I...?

IX. Professional Development

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Work with staff to create a plan for professional development activities that promote staff growth and the achievement of school goals	1	2	3	4
2. Encourage staff to take responsibility for their own growth	1	2	3	4
3. Create ongoing opportunities for staff to engage in discussion about teaching practice and school goals	1	2	3	4
4. Provide a variety of opportunities for staff development	1	2	3	4
5. Use student learning as the basis for evaluating the success of the professional development program	1	2	3	4

Comments/Reflections: **IX.____**

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X. Integration of Staff Evaluation, Professional Development, and School Improvement

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Work with staff to improve teaching and learning for all students by linking staff selection, teacher evaluation, professional development, and school improvement to student standards and school goals	1	2	3	4
2. Tie teacher evaluation objectives to school improvement needs, and support school improvement and teacher development needs with appropriate professional development activities	1	2	3	4
3. Provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals	1	2	3	4
4. Promote and reinforce a culture of staff collaboration and collegiality by sharing decision-making authority and delegating responsibility as staff pursue improved teaching and learning for all students	1	2	3	4
5. Hold teachers accountable for performance that supports the achievement of student academic standards	1	2	3	4

Comments/Reflections: **X.____**

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To what extent do I...?

XI. Organization, Resources, and School Policies

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Engage the school community in developing organizational structures, resource allocation, policies, and procedures that promote the achievement of all subgroups of students	1	2	3	4
2. Shape policies inherited from larger systems to maximize the attainment of school goals	1	2	3	4
3. Engage in strategic planning to revise organizational structures and resource allocation to promote the attainment of school improvement goals	1	2	3	4
4. Seek the input of staff, parents, and community members in determining appropriate organizational structures and resource allocation	1	2	3	4
5. Articulate the value premises and ethical principles that guide decisions in the policy arena	1	2	3	4
6. Work to influence district, state, and federal policy	1	2	3	4
7. Work within the parameters of regulatory requirements, district policies, and contractual obligations to promote the achievement of all students	1	2	3	4

Comments/Reflections: **XI.____**

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XII. School Community Relations

	SELDOM	SOME-TIMES	FREQ.	ALMOST ALWAYS
1. Work with staff and community to create and sustain a variety of opportunities for parent and community participation in the school	1	2	3	4
2. Apply problem solving and mediation skills to sustain parental and community participation in the life of the school	1	2	3	4
3. Access community resources for the benefit of the students	1	2	3	4
4. Work with staff to develop means for parents to support students' learning	1	2	3	4
5. Involve the community in evaluating the success of the school	1	2	3	4

Comments/Reflections: **XII.___**

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DEVELOPING YOUR EDUCATIONAL LEADERSHIP PROFILE

Purpose:
To provide participants with the opportunity to compare their own patterns of educational leadership performances with those contained in the Connecticut Standards for Educational Leaders.

Directions:
1. Complete the Educational Leadership Self Evaluation (ELSI) rating scale.

2. After completion, go back and add each rating by Standard I though XII. Simply add the scores within each standard (e.g., I. The Educated Person), and divide by the number of items. Fill in the mean rating in the space located on the right hand side of the page at the end of each standard.

3. Transfer your scores to the graph on the next page. This graph will display your areas of relative strength with respect to each of the 12 Standards.

4. Note: Your scores need not be shared with anyone else. A candid self-assessment will serve you best.

5. The completed graph on the last page has been provided to allow you to compare your ratings to the importance ratings of 251 Connecticut Principals who participated in the "Successful Principal Study" (Iwanicki, Carmelich, Fusco, Nocera, Russo and Wolters, 1995). Although you are being asked to consider the extent to which you perform in certain areas, remember that the ratings on the last page are based on **how important** the performances were to principals' effectiveness.

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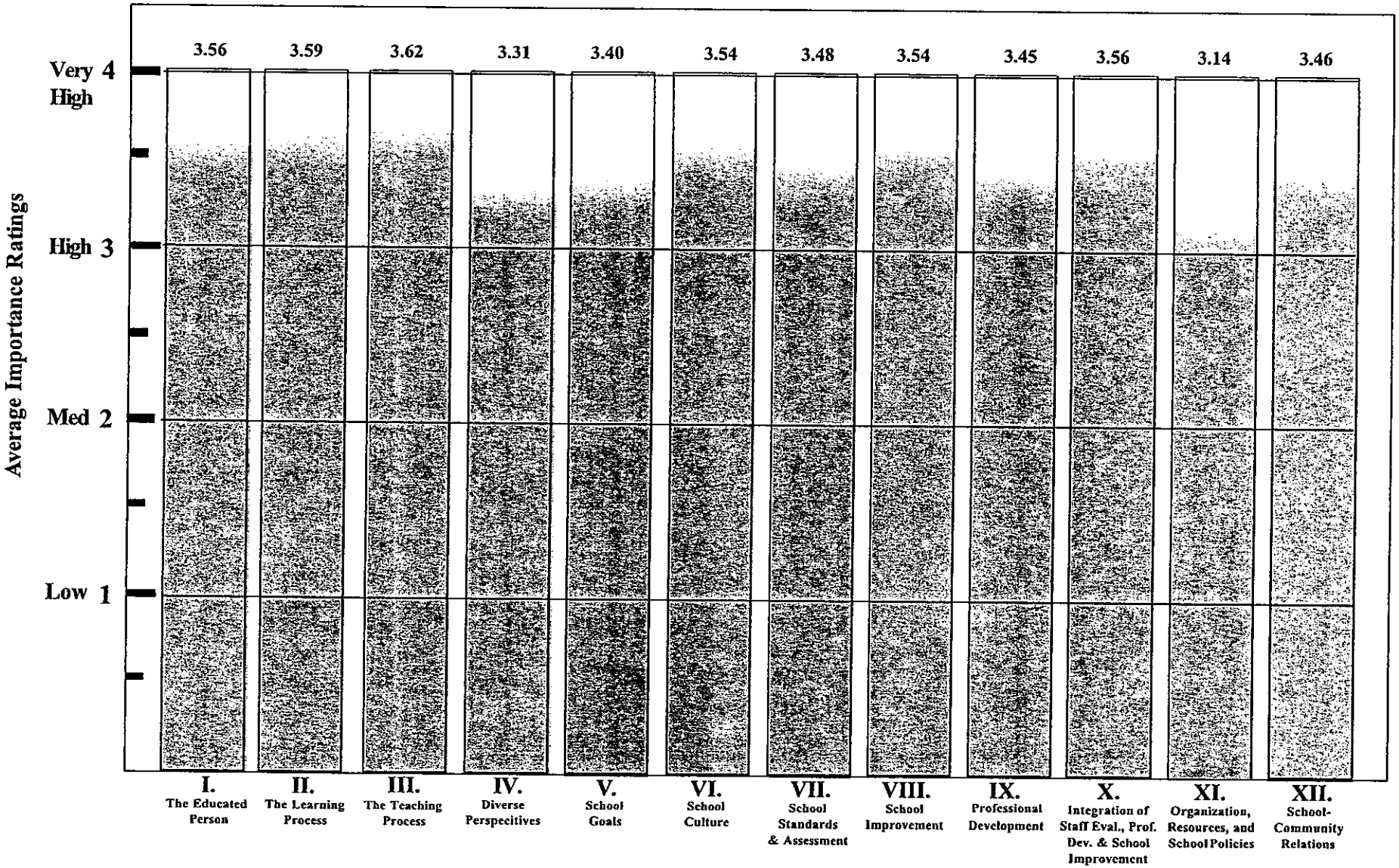
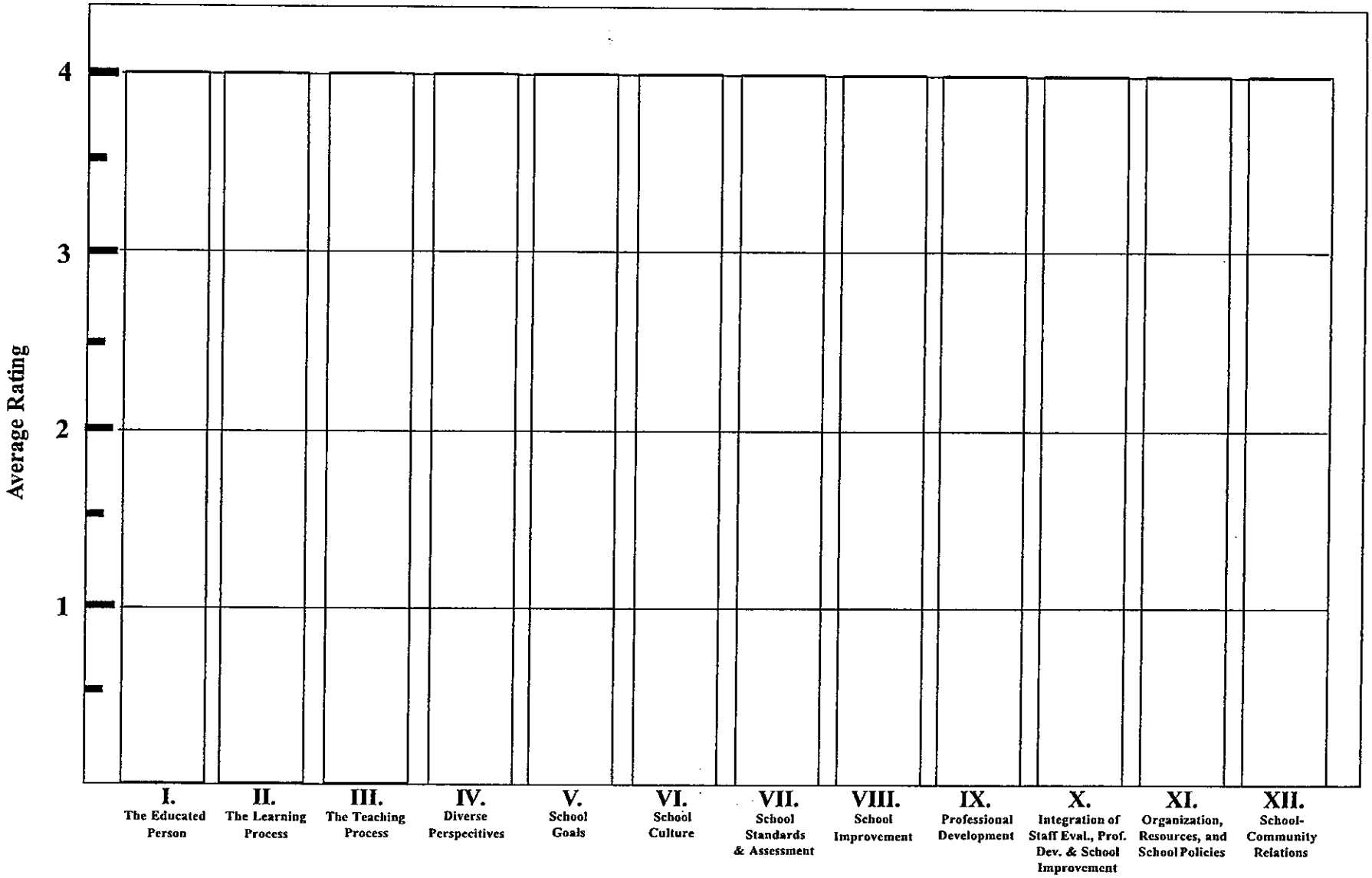
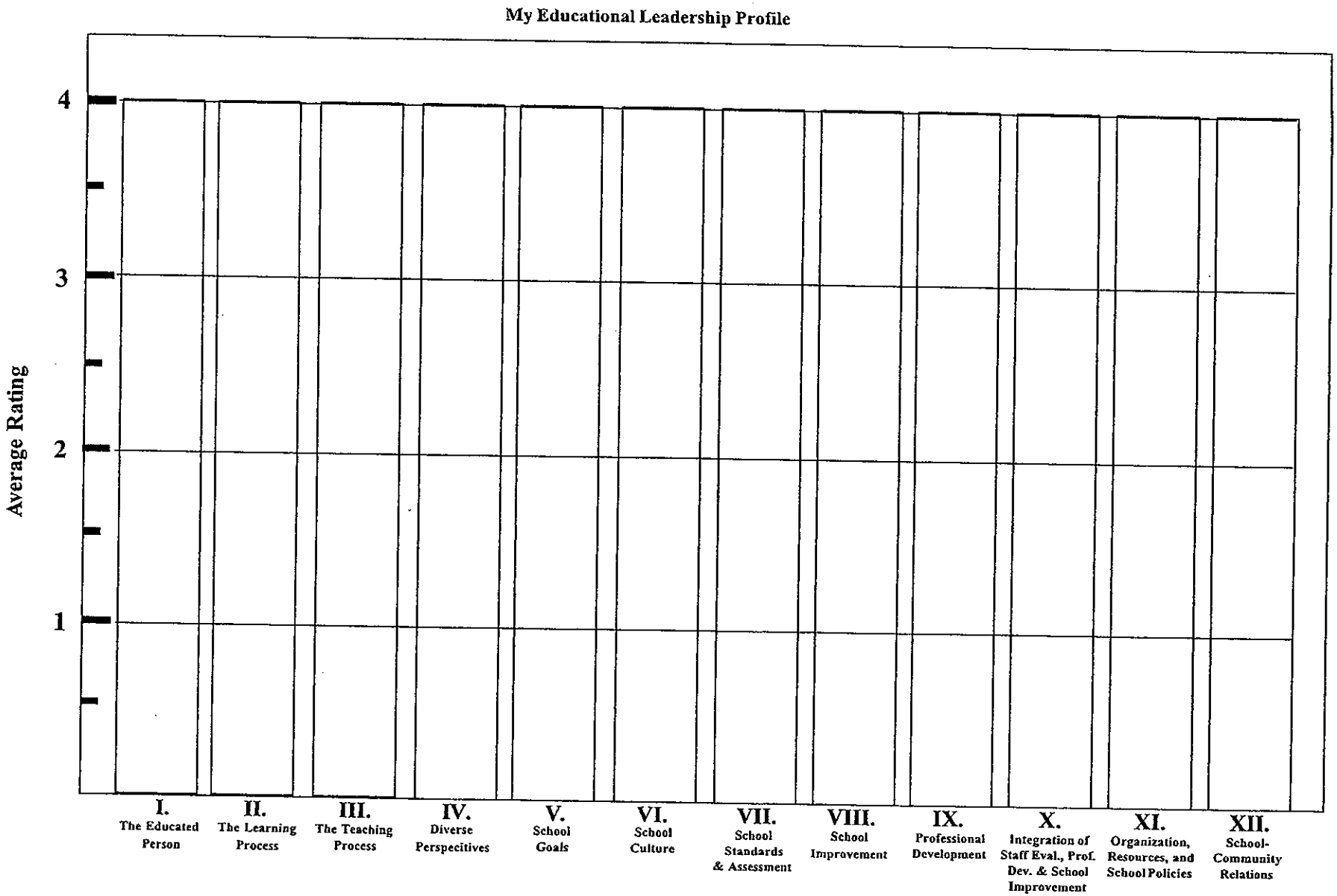
Connecticut Educational Leadership Profile



The shaded area represents the average importance ratings by principals participating in the University of Connecticut's Successful Principal study. Participants responded to the question: "How important is this to my success in my current position?" for each of the 69 Standards Performance Statements. n=251

My Educational Leadership Profile




My Educational Leadership Profile
Average Rating
4
3
2
1
I. The Educated Person
II. The Learning Process
III. The Teaching Process
IV. Diverse Perspecitives
V. School Goals
VI. School Culture
VII. School Standards & Assessment
VIII. School Improvement
IX. Professional Development
X. Integration of Staff Eval., Prof. Dev. & School Improvement
XI. Organization, Resources, and School Policies
XII. School-Community Relations