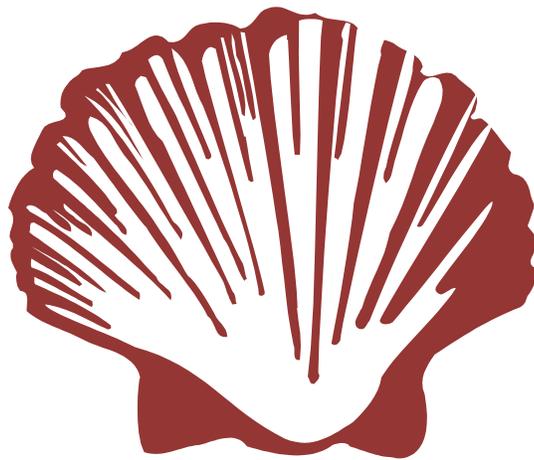# East Lyme Public Schools

Educator Evaluation and Development Plan

2015-2016

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EAST LYME PUBLIC SCHOOL MISSION STATEMENT

East Lyme Public Schools (ELPS) will inspire, engage and educate each student to become a contributing citizen and a responsible, independent, and critical thinker.

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction
This document outlines a model for the evaluation and development of teachers in East Lyme. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators in June 2012 and based on best practice research from around the country.

Purpose and Rationale of the Evaluation System
When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to
- clearly define excellent practice and results;
- give accurate, useful information about teachers' strengths and development areas; and
- provide opportunities for growth and recognition.

The purpose of the evaluation model is to fairly and accurately evaluate teacher performance. In addition, the Evaluation System is designed to help each teacher strengthen his/her practice, in order to improve student learning.

Core Design Principles
The design of this teacher evaluation model is based on the following State of Connecticut guidelines and principles:

- *Consider multiple, standards-based measures of performance*
  An evaluation system that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), school-wide student learning (5%) and parent feedback (10%). These categories are grounded in research-based, national standards: the Common Core State Standards, which have been adopted as Connecticut's standards; Connecticut Common Core of Teaching (CCT); Connecticut Framework K-12 Curricular Goals and Standards for subjects other than math and language arts; CMT/CAPT Assessments in science, Smarter Balanced Summative Assessments, and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*
  Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment and take into account a teacher's body of work. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases.

Accordingly, this model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- *Foster dialogue about student learning*
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in this plan occurs more frequently, promoting a balance among improving student learning, teacher growth and administrative support.

- *Encourage aligned professional development, coaching, and feedback to support teacher growth*
Novice and veteran teachers alike deserve detailed, constructive feedback and professional learning, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional learning, coaching, and feedback can align to improve practice and ultimately advance student learning.

- *Ensure implementation of best practices*
Implementation of this plan will encourage ELPS educators to enhance their instructional skills and strategies. The model aims to maintain high expectations and will be reviewed at the end of the year.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Performance and Practice and Student Growth and Development.

Teacher Performance and Practice

   Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

   Categories 1 and 2:

   1) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains of teacher practice
   2) **Parent feedback (10%)** on teacher practice through surveys

Student Growth and Development

   Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area includes an option for student feedback. This focus area is comprised of two categories:

   Categories 3 and 4:

   Student growth and development (45%) as determined by the teacher's student learning objective(s) (SLOs)

   Whole-school measures of student learning (5%) as determined by aggregate student learning indicators

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

   Exemplary/Distinguished – Substantially exceeding indicators of performance

   Proficient/Accomplished – Meeting indicators of performance

   Developing – Meeting some indicators of performance but not others

   Below Standard – Not meeting indicators of performance
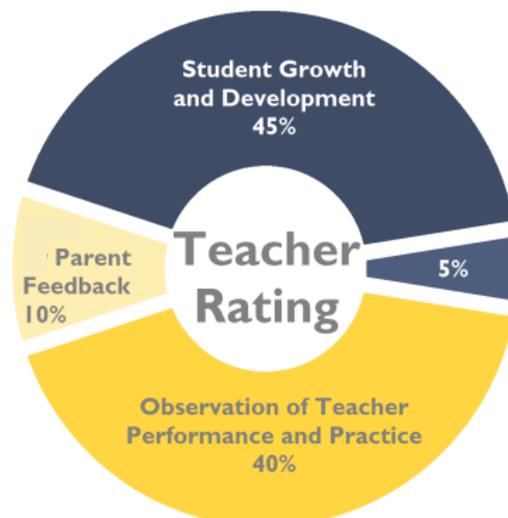
Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conversations at the beginning, middle, and end of the year. The purpose of these conversations is to mutually agree to expectations for the evaluation process. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal Setting & Planning
- Orientation on process
- Teacher reflection and goal setting
- Goal setting conference

November 15th

Mid Year Check-in
- Review/adjustment of goals and performance to date
- Mid year conference

January/February

End of Year Review
- Teacher self-assessment
- Scoring
- End of year conference

May 31st

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**
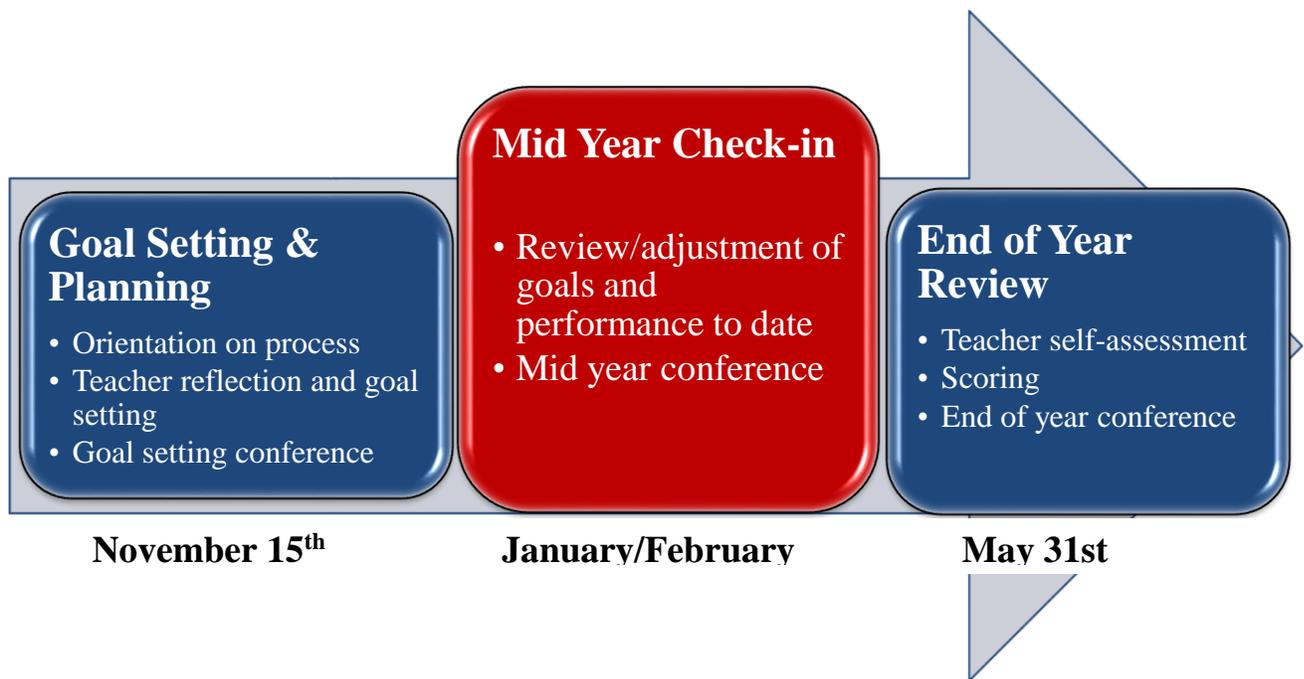
1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objective(s) (SLOs).

2. *Teacher Reflection and Goal-Setting* – The teacher examines current student data which can be quantitative and/or qualitative, prior year evaluation and survey results and the CCT rubric for Effective Teaching to draft a proposed teacher performance and practice goal(s), a parent feedback goal, and student learning objective(s) (SLOs) for the school year. To advance this effort, the teacher may collaborate in grade-level or subject-matter teams for the purpose of determining individual goals.

3. G*oal-Setting Conference* – The evaluator and teacher meet to discuss and agree to the teacher's goals and objectives. If mutual agreement is not met, the evaluator may request revisions to the proposed goals and objectives.

Mid-Year Check-In:
Timeframe: **January and February**

1. *Reflection and Preparation* – The teacher and evaluator will reflect on evidence collected to date about the teacher's practice and student learning. (Form B)

2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective(s) (SLOs), parent feedback, and the teacher's performance to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs and/or IAGDs to accommodate changes (e.g., student populations, assignment). *They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus areas.*

End-of-Year Summative Review:
Timeframe: Must be completed by **May 31**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator (Form C). This self-assessment should focus specifically, *but not necessarily exclusively*, on the areas for improvement established in the goal-setting conference. In addition, the teacher will reflect on Domain 4 with written documentation of any professional activities above and beyond the Teacher Performance and Practice Goal(s).

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before May 31.

Evaluators

The evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. In several cases, evaluators may include certified central office administrators, such as special education coordinators and other approved administrators.

Primary evaluators will have sole responsibility for assigning final summative ratings and must participate in professional development activities to improve their observation and evaluation skills.

Complementary evaluators may assist the primary evaluator in completing the supervision duties. Complementary evaluators must be fully trained, administratively certified, and not a member of the ELTA.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation plan and must possess Connecticut (092 and/or 093) administrative certification and cannot be a member of the ELTA teachers' union. East Lyme Public Schools will provide on-going training and support to ensure that evaluators are proficient in conducting teacher evaluations.

The East Lyme Public Schools' Conflict Resolution plan addresses issues of fairness and impartial adjudication of disagreements regarding the evaluation outcome.

SUPPORT AND DEVELOPMENT

Reflection, timely support, and relevant guidance in a collaborative environment improve teaching practice and student learning.

Evaluation-Based Professional Learning

"Professional learning that increases educator effectiveness and results for all students requires learning communities; skillful leaders; resources; a variety of student and educator [quantitative and/or qualitative] data; research-based learning designs; applied change processes; and alignment with outcomes of educator performance and student learning standards." (Learning Forward, 2011) Every teacher will identify their professional learning needs in mutual agreement with his/her evaluator and those needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for the individual teachers should be based on his/her strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be aligned with district and/or school-wide professional learning opportunities.

Improvement Plan

If a teacher's **summative** performance is rated as *developing*, the administrator and teacher need to collaboratively create an individual teacher performance improvement plan. (See Form E) The teacher and administrator will identify and offer support and/or resources that may be included in the improvement plan.

The administration may also assign an individual teacher to an improvement plan during the school year should the teacher's performance warrant said action. Whenever possible and appropriate, the teacher will be provided an opportunity to make the necessary improvements prior to placement on an improvement plan.

Remediation Plans

If the steps delineated in the improvement plan are not fulfilled within the timeline, then a teacher's summative performance is rated as *below standard*, then a remediation plan is needed. (See Form E) The remediation plan should be developed in consultation with the teacher, his/her union representative, and the administrator.

Improvement and remediation plans must include:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Professional Growth

Opportunities for career development and professional growth are a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities (PLCs); and focused professional learning based on goals for continuous growth and development.

TEACHER PERFORMANCE AND PRACTICE

The Teacher Practice Related Indicators portion of the ELPS teacher evaluation plan evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These categories will be described in detail on the next page.

Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the plan is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

A diverse group of Connecticut stakeholders reviewed the research and options for a framework of teaching practice and chose to use the Connecticut Common Core of Teaching (CCT) standards. The resulting rubric, *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. There is a supplemental resource titled evidence guides, which can be found at http://www.connecticutseed.org/?page_id=2567 . These evidence guides are grade level and content specific samples of observable student & teacher/service provider behaviors that might be seen or heard during an observation.

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014 is organized into four domains, each with three indicators:

- Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
- Domain 2: Planning for Active Learning
- Domain 3: Instruction for Active Learning
- Domain 4: Professional Responsibilities and Teacher Leadership

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

Four Domains   *Indicators*

Classroom Environment, Student Engagement and Commitment to Learning

- **1a.** Creating a positive learning environment that is responsive to and respectful of the learning needs of students
- **1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students
- **1c.** Maximizing instructional time by effectively managing routines and transitions

Planning for Active Learning

- **2a.** Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge
- **2b.** Planning instruction to cognitively engage students in the content
- **2c.** Selecting appropriate assessment strategies to monitor student progress

Instruction for Active Learning

- **3a.** Implementing instructional content for learning
- **3b.** Leading students to construct meaning and apply new learning through use of a variety of differentiated and evidence-based learning strategies
- **3c.** Assessing student learning, providing feedback to students and adjusting instruction

Professional Responsibilities and Teacher Leadership

- **4a.** Engaging in continuous professional learning to impact instruction and student learning
- **4b**. Collaborating to develop and sustain a professional learning environment to support student learning
- **4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning

Observation Process
Observations support teachers' growth and development more effectively when they are combined with timely feedback and recommendations. Multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. These observations do not have to cover an entire lesson to be valid. Partial period observations can provide valuable information.

Observations in and of themselves are not useful to teachers – it is the feedback based on observations that helps teachers to reach their full potential.

Therefore, in the ELPS teacher evaluation plan:

- Each teacher should be observed both formally and/or informally as defined by the teacher categories below.

Types of Observations
- o **Formal**: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
- o **Informal**: Non-scheduled observations or reviews of practice (see Goal Setting Conference) that last at least 10 minutes and are followed by written and/or verbal feedback.

- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within five school days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of observations be unannounced.

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers or Those New to the District	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and *Developing*	Any teacher evaluated below standard or developing on the summative evaluation the previous academic year will have at least three formal in class observations, two of which include a pre-conference and all of which will include a post-conference.
Proficient/Accomplished and *Exemplary/Distinguished*	Teachers will be placed on a revolving three year cycle: 1/3 of the teachers will be evaluated with a minimum of one formal observation and 1 review of practice no less frequently than once every 3 years. 2/3 of the teachers will be evaluated with a minimum of 3 informal observations and 1 review of practice in the remaining 2 years.

NOTE: Examples of non-classroom observations or reviews of practice include but are not limited to: midyear conference that includes extra time for the review of practice, observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

Pre-Conferences and Post-Conferences
Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on the previous page. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within five school days of the observation.

Classroom observations provide the most evidence for domains 1 and 3 of *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice
Because the new evaluation plan aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, individual or group feedback about informal observations, and attendance records from professional development or school-based activities/events.

Feedback
The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. (Evaluator will provide feedback on Form D-2.) Feedback may include:

- specific evidence and ratings, where appropriate, on observed indicators of *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*;
- commendations and recommendations for development; and
- steps and supports the teacher can pursue to enhance his/her practice;

Teacher Performance and Practice Goal-Setting
As described in the Evaluation Process and Timeline (pages 7-8) section, teachers will develop one goal linked to *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*. This goal and indicator will provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his/her evaluator to develop their practice and performance goal through mutual agreement (Form A-1). The goal should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*. Schools may decide to create a school-wide goal aligned to a particular indicator (e.g. 2b: Planning instruction to cognitively engage students in the content) that all teachers will include as their goal.

Teacher Performance and Practice Scoring

Individual Observations
Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the CCT Rubric indicator(s) that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Evidence may be collected through video or tape recording if the teacher and evaluator mutually decide to use one of those methods. Once the evidence has been recorded, the evaluator will align the evidence with the appropriate indicator(s) on the rubric and then make a judgment about which performance level the evidence supports. After the post conference meeting, if both parties agree on the outcome of the formal observation, the video/audio evidence, if used, will be destroyed.

Curriculum alignment and monitoring is an important aspect of a teacher's performance. At the conferences, teachers and their evaluators may discuss the teacher's implementation of curriculum, use of resources, participation in professional development, and collaborations which assist the teacher in implementing the curriculum, and the strengths and weaknesses of the approved curriculum.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. (Evaluator will complete Form D-3.) The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1) Evaluator **holistically** reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the indicators.
2) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

The summative Teacher Performance and Practice category rating and the indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be

followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes. At the end of the year, the teacher will reflect on his/her goal and indicators and should also reflect on and/or highlight all the professional activities they engaged in throughout the year (Domain 4).

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the ELPS plan.

The process described below focuses on:
    (1)   conducting a whole-school parent survey (meaning data is aggregated at the school level);
    (2)   determining school-level parent goal(s) based on the survey feedback;
    (3)   teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
    (4)   measuring progress on growth targets; and
    (5)   determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. <u>Administration of a Whole-School Parent Survey</u>
Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. Surveys should demonstrate properties of fairness, reliability, validity and usefulness. The parent survey should be administered every spring and trends analyzed from year-to-year.

Appendix C contains the parent survey that will be used to collect parent feedback.

2. <u>Determining School-Level Parent Goals</u>
Principals and teachers review the parent survey results at the beginning of the school year to identify areas of need and to set general parent engagement goals based on the survey results. Ideally, this goal-setting process occurs between the principal and teachers (possibly during faculty meetings) in August or September so consensus is reached on improvement goal(s) for the entire school.

3. <u>Selecting a Parent Engagement Goal and Improvement Targets</u>
After these school-level goal(s) are established, teachers will determine through mutual agreement with their evaluators **one** related parent goal which supports the overall school goal and is attainable.

4. <u>Arriving at a Parent Feedback Rating</u>
The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary/Distinguished (4)	Proficient/Accomplished (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal
Example: Goal: Improve parent communication -minimum of updating assignments weekly -webpage summary of course topics and activities updated every quarter			
Updates webpage weekly with topics and activities Assignments are posted on a daily basis	Updates webpage every quarter Assignments are posted on a weekly basis	Updates webpage every quarter Assignments are sporadically posted	Webpage updated less than 4x per year Assignments are sporadically posted or not posted at all

STUDENT GROWTH AND DEVELOPMENT

Student Outcome Related Indicators Overview

The Student Outcomes Related Indicators half of the plan captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:
- Student growth and development, which counts for 45%; and
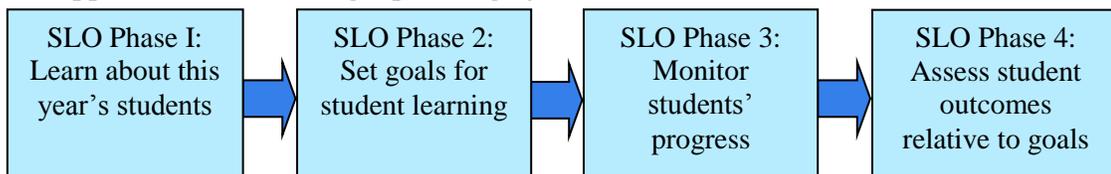- Whole-school student learning which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

Category #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. East Lyme Public Schools has selected a goal-setting process as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase I: Learn about this year's students	→	SLO Phase 2: Set goals for student learning	→	SLO Phase 3: Monitor students' progress	→	SLO Phase 4: Assess student outcomes relative to goals

The four SLO phases are described in detail below:

SLO Phase I: Learn about this year's students
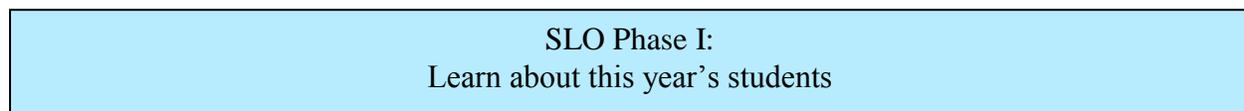
This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. Teachers should not be limited to quantitative data/evidence. This information will be critical for goal setting in the next phase.

<table>
<tr><td align="center" style="background-color:lightblue">SLO Phase 2:
Set 1-3 SLOs
(Goals for Learning)</td></tr>
</table>

Each teacher will write at least one, or up to three, SLOs. Each SLO will have at least 2 indicators of Academic Growth and Development (IAGD) (Form A-3). One half (or 22.5%) of the IAGDs should use the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. The other half (22.5%) of the IAGD must be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator.

As stated in the Connecticut Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- o   Administered and scored in a consistent – or "standard" – manner;
- o   Aligned to a set of academic or performance "standards;"
- o   Broadly-administered (e.g., nation-or statewide);
- o   Commercially-produced; and
- o   Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives
The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning (a year/semester worth of growth as mutually defined in the goal-setting meeting) and should be aligned to relevant state, national (e.g., Common Core State Standards CCSS), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
4th Grade	Students will demonstrate improvement in or mastery of reading comprehension skills.
8th Grade Science	Students will master critical concepts of science inquiry.
High School Visual Art	Students will demonstrate proficiency in applying the five principles of drawing.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative and/or qualitative target, that will demonstrate whether the objective was met. Each SLO must include at least two indicators (IAGDs).

Each indicator should make clear
(1) what evidence will be examined,
(2) what level of performance is targeted, and
(3) what proportion of students is projected to achieve the targeted performance level.

Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting IAGDs. (**Appendix B**)

SMART Goal

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

Example:

> **By June 1:**
> • 12 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test.
> • 6 students who score 30-49 will increase by 15 points.
> • 4 students who scored 0-29 will increase by 10 points.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment for their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document, on Form A3, the following:
- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year, i.e. unit tests, common formative assessments, etc (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

SLOs are proposals until the evaluator and teacher agree upon them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide feedback to the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth given the class population or for a shorter interval of instruction).

Artifacts Guidelines

Artifacts are evidence to support the evaluation process. Evaluators and teachers should discuss and determine which artifacts are most useful to the process, limiting the artifacts to only those necessary. Artifacts collection should not be overly burdensome to the teacher or evaluator. Artifacts may be included to support the indicators of the teacher evaluation rubric not directly observed by the evaluator.

At the beginning of each year, during the goal setting and planning meeting, the teacher and evaluator will determine which artifacts should be collected to support all aspects of the evaluation process.

Examples of artifacts agreed upon by the evaluator and teacher may include but are not limited to: district assessments, data charts, content area rubrics, student self-assessments, standardized tests, behavior plans and logs, Professional Learning Community (PLC) or team agendas and minutes, writing samples, parent communication, student work, and record of professional development and committee attendance.

Taken together, an SLO's IAGD, if achieved, would provide evidence that the objective was met. Here are some examples of IAGDs that might be applied to the previous SLO examples:

Sample SLO- IAGD(s) (Samples will be changed based on Smarter Balanced Assessment)

Teacher Category	Student Learning Objective	Standardized Indicators of Academic Growth and Development *(not required)*	Non-Standardized Indicators of Academic Growth and Development *(at least one is required)*
8th Grade Science	Students will master critical concepts of science inquiry.	Based on the assessment data reviewed, 78% of my students will score at the proficient or higher level on the science CMT in March 2013.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
4th Grade	Students will demonstrate improvement in or mastery of reading comprehension skills	Students will read instructional level text with 95% or better accuracy on the DRA. Expected outcome- Level 50-60	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the reading comprehension rubric designed by reading teachers in our district.

	SLO Phase 3: Monitor students' progress

SLO Phase 3:
Monitor students' progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments, and track students' accomplishments and challenges. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs and/or IAGDs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4:
Assess student outcomes relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:
1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned, and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Some students met the target(s) but a notable percentage missed the target by more than a few points. Some progress toward the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

The evaluator looks at the results as a body of evidence regarding the accomplishment of the objective and scores the SLO holistically.

The final student growth and development rating for a teacher with more than one SLO will be the average of their SLO scores. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

> NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the May 31deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.
>
> However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page 29) for details.

Category #4: Whole-School Student Learning Indicator (5%)

ELPS will use the whole-school student learning indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This score will be based on the school performance index (SPI) as dictated by the State for each school. In the absence of SPI, the rating will be based on student learning outcomes score of the evaluator's performance appraisal.

Form A-4 will be automatically completed for all faculty members of each particular East Lyme school.

NOTE: Individual teachers do not need to create a goal to address this part.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four parts of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators. (Evaluator will complete Form D.)
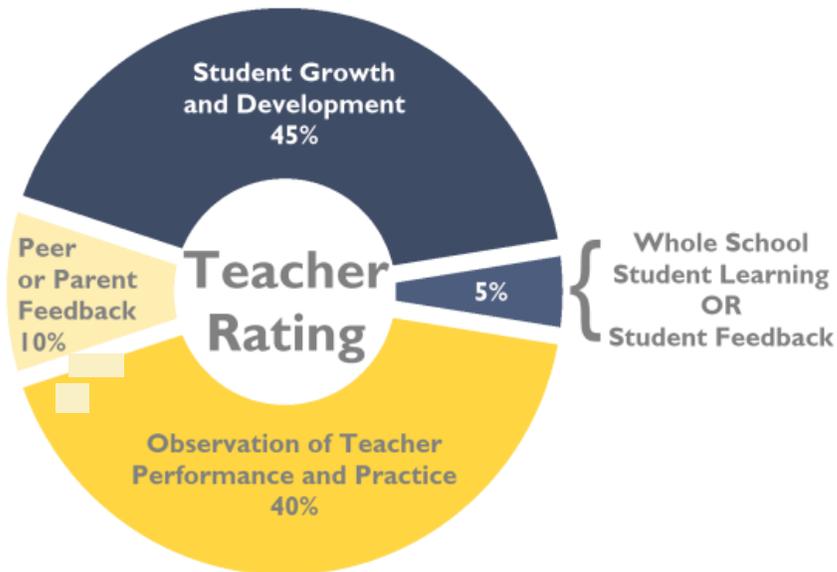
Every educator will receive one of four performance ratings:

Exemplary/Distinguished – Substantially exceeding indicators of performance

Proficient/Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The evaluator may override the aggregate raw scores and assign a higher rating on the rubric if the teacher took some risk in establishing and working toward significantly challenging goals.

The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.9	40	116
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**146**

If, upon reflection, the evaluator determines that the teacher's goals are significantly rigorous, and the teacher's effort warrants positive reinforcement, the evaluator may assign a higher summative rating.

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient/Accomplished
175-200	Exemplary/Distinguished

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator.

The student growth and development category counts for 45% of the total rating, and the whole-school student learning indicator, or student feedback category, counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. If the evaluator determines that the teacher took significant risk in establishing challenging goals, a higher rating may be assigned than the aggregation of the raw scores indicates.

The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			**173**

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient/Accomplished
175-200	Exemplary/Distinguished

If, upon reflection, the evaluator determines that the teacher's goals are significantly rigorous, and the teacher's effort warrants positive reinforcement, the evaluator may assign a higher summative rating.

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

Summative Rating Matrix	*Teacher Practice Related Indicators Rating*			
	Exemplary/ Distinguished	Proficient/ Accomplished	Developing	Below Standard

Student Outcomes Related Indicators Rating	Exemplary/ Distinguished	Exemplary Distinguished	Exemplary Distinguished	Exemplary Distinguished	Proficient Accomplished	*Gather further information*
	Proficient/ Accomplished	Exemplary Distinguished	Proficient Accomplished	Proficient Accomplished	Developing
	Developing	Proficient Accomplished	Proficient Accomplished	Developing	Developing
	Below Standard	*Gather further information*	Developing	Developing	Below Standard

Adjustment of Summative Rating: Summative ratings must be completed for all teachers by May 31st of a given school year. Should state data (standardized test and SPI) not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit to the superintendent the adjusted rating no later than September 15th. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

"Effective" teachers generally are teachers who receive a summative rating of "proficient" on the teacher evaluation rubric.

Novice teachers shall generally be deemed "effective" when said educator receives at least two sequential annual ratings of "proficient" on the teacher evaluation rubric. In addition, a rating of "proficient" must be earned in the year immediately preceding the year in which a determination of "tenure" is made. A rating of "proficient" or "exemplary" in no way guarantees that a novice teacher will be offered a contract by the district for another year.

A tenured educator shall generally be deemed "not effective" if said educator receives at least two sequential annual ratings of "developing" or one annual rating of "below standard."

Dispute-Resolution Process

Purpose: The purpose of this procedure is to provide a method of impartial adjudication for disagreements regarding mutual goal setting, the evaluation period, evaluator feedback on performance and/or practice, final summative report and/or rating, and interpretation of the supervision/evaluation document. The procedure also provides a means for teachers to request a change in evaluator.

Procedure: All possible effort should be made by the teacher and evaluator to resolve disagreements informally. If the disagreement is about the evaluator's judgment regarding the level of performance and/or practice of any competency, the teacher has the option to request that additional data be collected by the evaluator and that the evaluator reconsider the original judgment. If both parties cannot come to an agreement, the Conflict Resolution Process should be initiated.

It is important that conflicts are resolved as quickly as possible. The number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may be extended by mutual agreement.

Level One - Evaluator:
If a sincere effort has been made between the teacher and evaluator to settle the disagreement on an informal basis and the disagreement has not been resolved, the teacher shall present written notification to his/her supervisor that the Conflict Resolution Procedure is being implemented. This notification should specify the nature of the disagreement and the results of previous discussions. The Conflict Resolution Form (Form F) is available for this purpose.

If the matter is not resolved within three (3) school days, the supervisor shall make a statement on the Conflict Resolution Form for use on Level Two.

Level Two - Principal:
If the principal is the evaluator, this level will be bypassed and the Conflict Resolution Form will be sent directly to Level Three.

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The principal shall confer with the evaluator and teacher. The principal shall attempt to resolve the matter as quickly as possible by meeting with the teacher and evaluator within a period not to exceed three (3) school days. The teacher may request a change in evaluator.   If the disagreement is not resolved to the teacher's satisfaction, the principal shall make a statement on the Conflict Resolution Form for use on Level Three.

Level Three - Superintendent of Schools:
If the teacher is not satisfied with the decision at Level Two, or if no decision has been rendered according to the plan, the teacher may request in writing a review of concerns, documentation or process. This request shall be sent to the Office of the Superintendent and the President of the ELTA within 10 school days of the Level 2 meeting. The Superintendent and the President of the ELTA or designee will meet with the teacher requesting review and the evaluator within 15 school days of the written request of the teacher. The Superintendent and the ELTA president or designee will attempt to resolve the conflict by discussing options with the evaluator and the teacher. This process must be resolved by June 30th of the academic year the process was initiated.

If a resolution is not achieved through this process, the Superintendent of Schools shall make the final decision. An evaluation is not subject to the grievance procedure in the Collective Bargaining Agreement.

APPENDIX A

Forms

Form A-1   East Lyme Public Schools
Teacher Goal Setting – Category #1
Teacher Performance and Practice (40%)

Teacher	Evaluator	Date
School	Assignment/Grade	Subject

Professional Growth Goal :
Using relevant student learning data, a self-assessment of practice relative to the CT framework rubric, feedback from your Principal and previous professional development, establish 1-3 areas of professional growth (i.e. questioning techniques, management, environment). Goals should have a clear link to student achievement and move teacher toward Exemplary on the Connecticut Framework. This plan should anchor and be responsive to professional growth conversations throughout the year.

Professional Growth Plan:
The professional growth plan below should detail action steps associated with each of your goals listed above. The growth plan should be revisited throughout the year with both your evaluator and peers (e.g., at mid-year check-in and end-of-year summative review) and adjusted as needed.

Professional Growth Goal #1 (required):

Professional Growth Goal #1 (required)		
Action Steps and Data to Collect	**Evidence of Progress and/or Next Steps**	**Resources/Support Needed**
1.	Date(s): Evidence:	
2.	Date(s): Evidence:	
3.	Date(s): Evidence:	

Professional Growth Goal #2 or more (optional):
Check box to pull down space for additional goals

		Mid-year check-in date:
_____	_____	
Evaluator Approval	**Date**	
_____	_____	**End-of-year summative date:**
Teacher Approval	**Date**	

Form A-2   East Lyme Public Schools
Teacher Goal Setting – Category #2
Parent Feedback (10%)

Teacher	Evaluator	Date
School	Assignment/Grade	Subject

Principals and teachers should review parent survey results by the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. After school-level goals have been set, you and your evaluator will collaborate to determine one parent-related goal to pursue. *Possible goals include: improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.*

Parent Engagement Goal:

Growth/Improvement Targets:
Set growth/improvement targets related to your goal. There are two ways you can measure and demonstrate progress on your growth targets.
  a.   You can choose to measure how successfully you implement a strategy to address an area of need, and/or
  b.   You can collect evidence directly from parents to measure parent-level indicators you generate. *For example, you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal.*

Evaluator Approval:
☐ Goal is related to overall school improvement parent goals.
☐ The improvement targets are ambitious but achievable.

_____   _____

 Evaluator Approval   **Date**

_____   _____

 Teacher Approval   **Date**

Form A-3   East Lyme Public Schools
Teacher Goal Setting – Category #3
Student Growth and Development (SLO) (45%)

Teacher	Evaluator	Date
School	Assignment/Grade	Subject

Student Learning Objective (SLO):	
# of students covered by this SLO:	**% of students covered by this SLO:**

Rationale for Objective:
(1) Why was the objective chosen?   (2) What specific Connecticut and/or National Standards does it address?

Indicator(s) of Academic Growth and Development (IAGD):
An IAGD is evidence you use to determine success in achieving the SLO. Two IAGDs are required: additional indicators are optional. Please number the indicator(s) and clearly indicate for each the level of performance that is targeted and for which students. An indicator should represent at least one year's growth and/or mastery of grade level content standards.

Indicator of Academic Growth and Development (IAGD) #1 (required):
Please check one: ☐ Standardized Indicator(s) Used   ☐ Non-Standardized
Indicator(s) Used

Indicator of Academic Growth and Development (IAGD) #2 (required):
Please check one: ☐ Standardized Indicator(s) Used   ☐ Non-Standardized
Indicator(s) Used

Indicator of Academic Growth and Development (IAGD) # 3 (optional):
Please check one: ☐ Standardized Indicator(s) Used   ☐ Non-Standardized
Indicator(s) Used

Baseline Data/Background Information:
Please include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each IAGD, if specific pre-test or baseline data are available. (Optional – attach documentation of data)

Baseline Data/Background Information:

Strategies/Actions to Achieve the SLO/IAGD:
(include additional strategies as needed)

Data Collection/Assessment of Progress Toward Achieving the SLO/IAGD:
What data will you collect to assess progress toward achieving the IAGD?
If standardized test results will not be available before the end of the school year, please indicate that here.
(Optional – attach documentation of data)

Professional Learning Support:
What professional learning and/or other type of support would help you to achieve this SLO/IAGD?

TO BE FILLED OUT BY ADMINISTRATOR:
Priority of Content ☐ Objective is deeply relevant to teacher's assignment ☐ Objective addresses identified student needs. *Comments:* **Quality of IAGDs** ☐ IAGDs provide specific, measurable evidence of students' progress over the school year or semester. *Comments:*
Rigor of Objective ☐ Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction or circumstances). *Comments:*

Signatures *(to be completed after discussion of SLO)*

☐ **Approved**   ☐ **Revisions Required – Resubmit by: _____**

_____   _____

Evaluator   **Date**

_____   _____

Teacher   **Date**

Form A-4   East Lyme Public Schools
Teacher Goal-Setting – Category #4
Whole-School Student Learning Indicator (5%)

Teacher	Evaluator	Date
School	Assignment/Grade	Subject

Whole school student learning indicator:

Evaluator	**Date**
Teacher Acknowledgement	**Date**

Form B   East Lyme Public Schools
                          Mid-Year Check-in/Ratings

Teacher	Evaluator	Date
School	Assignment/Grade	Subject

<u>Reflection</u>
Describe progress to date for each of the four indicators below. Include if additional professional learning and/or support are needed to achieve these goals. Indicate any revisions/adjustments to strategies/goals.

<div align="center">

<u>Student Growth-50%</u>

</div>

	<u>Self-Assessment/Reflection</u>	**<u>Evaluator Assessment</u>**
Student Growth and Development SLO & IAGDs (45%)		Satisfactory ☐ Unsatisfactory ☐
Whole School Student Learning (5%)		Satisfactory ☐ Unsatisfactory ☐

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Teacher Practice-50%

	Self-Assessment/Reflection	**Evaluator Assessment**
Observation of Teacher Practice and Performance (40%)		Satisfactory ☐ Unsatisfactory ☐
Parent Feedback Survey (10%)		Satisfactory ☐ Unsatisfactory ☐

_____   _____

Evaluator   **Date**

_____   _____

Teacher   **Date**

Form C

East Lyme Public Schools
End-of-Year Summative Review/Ratings

Teacher	Evaluator	Date
School	Assignment/Grade	Subject

Teacher Self-Assessment/Reflection

    (1) Describe the results to date and provide evidence for each area, (2) provide your overall assessment of progress toward the objective, (3) describe what you have done that produced these results, (4) describe what you have learned and how you will use it going forward.

Student Growth – 50%

Student Growth and Development- SLO & IAGD (45%)

Whole School Student Learning (5%)

Teacher Practice – 50%

Teacher Performance and Practice (40%)

Parent Feedback (10%)

Evaluator Assessment

Student Growth-50%

Student Growth and Development –SLOs & IAGDs(45%) Comments:	☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)
Whole School Student Learning (5%) Comments:	☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)

Teacher Practice- 50%

Teacher Practice and Performance (40%) Comments:	☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)
Parent Feedback (10%) Comments:	☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)

Form D   East Lyme Public Schools
End-of-Year Summative Teacher Evaluation Scoring

Teacher	Evaluator	Date
School	Assignment	Subject

Student Growth Outcome Rating: 50%			
Component	**Score (1-4)**	**Weight**	**Points** (Score x Weight)
Student Growth and Development (SLOs)		45%	
Whole School Student Learning		5%	
TOTAL STUDENT RELATED POINTS:			
*STUDENT OUTCOME RATING:			

* See rating table below.

Teacher Practice Ratings: 50%			
Component	**Score (1-4)**	**Weight**	**Points** (Score x Weight)
Observation of Teacher Performance and Practice		**40%**	
Parent Feedback		**10%**	
TOTAL TEACHER PRACTICE POINTS			
*TEACHER PRACTICE RATING:			

* See rating table below.

* Rating Table

Teacher Practice Points	Teacher Practice Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

Summative Rating Matrix		Teacher Practice Rating			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Student Rating	**Exemplary**	Exemplary	Exemplary	Proficient	*Additional Information Needed*
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	*Additional Information Needed*	Developing	Developing	Below Standard

---

FINAL SUMMATIVE RATING
Use the Summative Rating Matrix to determine the final summative rating.

☐ Exemplary (4)　　　☐ Proficient (3)　　　☐ Developing (2)　　　☐ Below Standard (1)

Target Areas for Professional Growth:

Evaluator _____　　　**Date** _____

Teacher _____　　　**Date** _____

East Lyme Public Schools

☐ **Performance Improvement Plan**

☐ **Unsatisfactory Performance Remediation Plan**

Teacher:

School:

Assignment:

School Year:

Evaluator Name/Title:

Teaching Indicator(s) or Domain Focus of the Plan:

Improvement Plan:

Objective(s):

Activities planned to assist the teacher in demonstrating the indicator(s). Include anticipated completion date(s).

Activities   **Date**

Support/Assistance Needed:

Monitoring/Evaluating Activities and Schedule:

Substantiating Data and Comments:

Indicator Number	Demonstrated	Serious & Significant Improvement Shown	Insufficient Improvement

Evaluation:

           ____ Indicator(s) Demonstrated

           ____ Serious and Significant Improvement Demonstrated

           ____ Insufficient Improvement

For the_____school year, you will be involved with the evaluation plan at the following level:

           ____ Exemplary/Distinguished

           ____ Proficient/Accomplished

           ____ Developing

           ____ Below Standard

Signatures attest evaluation has been read and discussed.

Assessor_____ Date_____

Teacher_____Date_____

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East Lyme Public Schools

Conflict Resolution Procedure

Level 1

I, _____, am informing my supervisor/evaluator, _____,
      (your name)   (supervisor/evaluator's name)
that I am instituting the Conflict Resolution Procedure on _____. The nature of
                                                                    (date)

the disagreement is written below.

In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue. If more space is necessary, please attach it on a separate piece of paper.

At the meeting, the conflict was _____ resolved, or _____ unresolved. (please check one)

Statement by supervisor/evaluator of the outcome of the meeting:

Signatures attest that the conflict has been read by the following and discussed.

Evaluator _____ Date _____

Teacher _____ Date _____

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Level 2   *(See plan as to if this level is skipped)*

I, _____, am informing the principal, _____, that I
    (your name)   (supervisor/evaluator's name)
that I am on _____ requesting a meeting with you and my evaluator to discuss
                   (date)
the afore written conflict within 3 days of receiving this form.

MEETING TIME (set by the principal): _____

At the meeting the conflict was _____ resolved, or _____ not resolved. (please check one)

Statement by the principal of the outcome of the meeting:

In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue. If more space is necessary, please attach it on a separate piece of paper.

At the meeting, the conflict was _____ resolved, or _____ unresolved. (please check one)

Statement by supervisor/evaluator of the outcome of the meeting:

Signatures attest to being present at the meeting

Teacher _____ Date _____

Evaluator _____ Date _____

Principal _____ Date _____

Level 3

I, _____, am still not satisfied with the decision and request a meeting within 15 school days of the date below with the Superintendent and with the following people at a mutually agreed upon time: (Please check all appropriate participants.)

_____ ELTA President or designee
_____ Evaluator/Principal
_____ Assistant Superintendent
_____ Other _____

Copies of this form were sent on _____ to the aforementioned participants.

MEETING TIME (will be set by the Superintendent): _____

Conflict has been _____ resolved, or _____ not resolved. (please check one)

Statement by the Superintendent of the outcome of the meeting:

Signatures attest to being present at the meeting

Evaluator _____ Date _____

Teacher _____ Date _____

ELTA President or Designee _____ Date _____

Asst. Superintendent _____ Date _____

Superintendent _____ Date _____

Other _____Date _____

APPENDIX B

Template for Setting SMART Goals

SMART Goal Worksheet

Goal:

_____

_____

<u>S</u>pecific • What is the desired result? (who, what, when, why, how)	
<u>M</u>easurable • How can you quantify (numerically or descriptively) completion? • How can you measure progress?	
<u>A</u>chievable • What skills are needed? • What resources are necessary? • How does the environment impact goal achievement? • Does the goal require the right amount of effort?	
<u>R</u>elevant • Is the goal in alignment with the overall mission or strategy?	
<u>T</u>ime-bound • What is the deadline? • Is the deadline realistic?	

APPENDIX C

Parent Survey

Links to the Parent Surveys

ELHS: https://www.surveymonkey.com/s/C5C9KPT

ELMS: https://www.surveymonkey.com/s/C5Y6Y8Q

FL: https://www.surveymonkey.com/s/C5YYJVH

LBH: https://www.surveymonkey.com/s/C5L238N

NCS: https://www.surveymonkey.com/s/C57DJBJ

Coastal: https://www.surveymonkey.com/s/36H2GLH

APPENDIX D

District/School Goals

APPENDIX E

Sample Lesson Plan

Course: _____

Unit:

Stage 1: Desired Results

Goals

Learner Outcomes	**Sample Indicators/Assessments**
▪	▪

Standards (CCSS / CT / National)

▪

Essential Vocabulary

Essential Questions

Stage 2: Assessment Evidence

<u>Assessment</u>

Stage 3: Learning Activities

Activities

Resources

East Lyme Public Schools

Administrator Evaluation and Development Plan

2015 – 2016

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The East Lyme Public Schools Administrator Evaluation and Development Plan is designed to provide a comprehensive and effective means to assist each administrator to become the very best educational leader and to fulfill all pertinent leadership functions in an exemplary manner. In recognition of these goals, the plan includes the following:

- Recognition that administrators will require different levels of support during the developmental phases of an administrator's career: induction phase; growth phase; and, when necessary, a performance improvement phase;

- Multiple opportunities for feedback from the evaluator;

- A system that evaluates the administrator based on both administrative performance and student learning outcomes;

- Significant embedded professional development opportunities.

The Evaluation and Development Plan fulfills all statutory requirements of the newly enacted CSDE educator evaluation mandate. The initial year of implementation of this new plan was the 2013-2014 school year. We will assess the plan and make necessary revisions prior to each school year.

Members of the administrative team who contributed to the development of this evaluation and development plan:

Planning Team:

Dr. Judy DeLeeuw
Dr. David Miko
Dr. James D. Lombardo (retired 3/31/15)

Other contributing members: Michael Susi, Jeffrey Provost, Jason Bitgood, Jennifer Frost, Melissa DeLoreto, Linda Anania, Dr. Karen Costello, Kim Davis, Claudine Kelly, Dr. Michael Sullivan, Laurie Zaneski

INDUCTION PHASE

The Induction Phase of this plan is tailored to address administrator's specific needs as they relate to job performance. Administrators in the Induction Phase follow the timeline and process for goal setting and evaluation as defined by the Superintendent of Schools. Administrators will participate in the plan's Induction Phase until they have successfully served as an administrator for a two-year period.

Leadership induction consists of the following:
- Central Office Orientation
- Leadership Mentor Support
- Regularly scheduled observation and dialogue with the evaluator

Central Office Orientation

Each new administrator will have a scheduled meeting during the first month of their employment with appropriate members of the Central Office administrators and staff.

Leadership Mentor Assignment

As new administrators are hired into the district, the Superintendent or designee will assign a mentor to work with the new administrator during the first two years of employment. All efforts will be made to secure an ELPS employee as the mentor. If a suitable local mentor is not available, a mentor will be secured from outside the District. The mentor will be mutually agreed upon by the mentor, mentee, and the Superintendent of Schools. Time should be made available for both the mentor and the new administrator to meet as often as both feel it is needed, however, not less than bi-monthly during the first year. The mentor and mentee will determine the frequency of the meetings for the next school year.

Observed Practice

Each novice administrator is observed by his/her evaluator on at least four separate occasions prior to March 30. Observations are focused on the Connecticut School Leadership Standards. The observation form (Appendix D) is attached to this document. Observations may be planned or unannounced. The first observation is completed by October 15, and subsequent observations are to be completed by March 30th.

Regularly Scheduled Conferences with the Evaluator

The evaluator will meet with the new administrator at least six (6) times during the first year, documenting the meetings using Form A. The evaluator is responsible for specific induction activities, particularly those directly related to the administrator's specific job description and those directly associated with the administrator evaluation plan. The evaluator 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.

School administrators in the induction phase of the plan will meet the requirements of their job description (see Appendix A). If at any time during the Induction Phase, the new administrator is experiencing difficulty with one or more of the expectations outlined in this plan, the evaluator will work with the administrator on the areas in question and may initiate the Professional Assistance Phase by informing the new administrator via the enclosed *Notice of Placement in Professional Assistance Phase* (Form D or Form G).

Note: Regardless of the performance appraisal of a novice administrator, the Superintendent of Schools may choose not to renew the contract of a non-tenured administrator according to the requirements of CT statutes.

PROFESSIONAL GROWTH PHASE

The Professional Growth Phase is designed for experienced administrators who have successfully completed the Induction Phase. Throughout the year evaluators will make visitations and observations of practice for the purpose of both accountability and support. If necessary, conferences following these visitations will be held to identify strengths, weaknesses, and areas in need of improvement. Administrators will be evaluated using the Connecticut School Leadership Standards (Appendix B), which are based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards (Appendix C). Administrators will participate in professional development opportunities. Evaluators will encourage networking and collaborative growth opportunities. Administrators will be encouraged to visit other schools or workplaces as appropriate. If at any time during the Professional Growth Phase the administrator is experiencing difficulty with one or more of the expectations outlined in this plan, the Superintendent may initiate the Professional Assistance Phase by informing the administrator via the enclosed *Notice of Placement in Professional Assistance Phase* (Form D or G).

The Professional Growth Phase incorporates the following process and timeline:

Observed Practice
Principals and central office administrators are observed at least twice during the school year. Assistant Principals are observed on four separate occasions. Written and/or verbal feedback will result from each observation.

Beginning of the Year Conference
Prior to October 15, the evaluator (Superintendent or designee) will meet with the administrator to establish goals for the year with measurable targets.

The administrator will work collaboratively with the evaluator to develop goals that are aligned with school and district initiatives. The Superintendent of Schools will define each year any requirements regarding goal development for all administrators. The goals should address school stakeholder feedback, student performance, and the administrator's own professional growth. The

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goals may extend for a period of time longer than one (1) year. Data sources including, but not limited to, the following can be used as a resource when establishing goals:

- District Goals and School Improvement Plans
- Results of supervisor/evaluator, self, and staff assessment
- School/District Improvement Plan
- Connecticut Leadership Standards and ISLLC Standards
- Teacher evaluation documents
- Job description
- Observation evidence
- Formative assessment data
- Meeting agendas
- Professional development plans/reflection
- District or school performance indicators
- School Performance Index (SPI)

Mid-year written self assessment
The administrator will develop a self-assessment related to progress on annual goals in preparation for a mid-year conference with the evaluator. See the attached "Mid-year self assessment" form.

Mid-year conference
The evaluator and administrator will meet no later than February 1 to discuss progress toward fulfillment of goals. Requirements include:

- A minimum of one conference with the evaluator will occur.
- The intention of the conference is to promote the ongoing development of the administrator by reflecting on leadership to date, areas of strength, progress on annual goals, and suggestions for continued growth and improvement.
- The discussion may include changes in goal targets.

Administrator self-assessment
- Administrator submits self-assessment of written goals and gathers evidence to support the assessment. See attached template for annual self-assessment.

End of year review
- The evaluator will hold a summative conference with the administrator resulting in supervisory written feedback on the CT School Leadership Standards and yearly goals (Form C) including commendations and recommendations before June 15th.
- Administrators who are accomplishing goals and meeting district expectations will continue in the Professional Growth Phase.

September Revisions:
Upon receipt of state standardized assessment summaries, administrators will make necessary adjustments to teacher evaluations. By September 15th, the evaluator may adjust the administrator's evaluation to reflect the success of teachers' Student Learning Objectives, the School Performance

Indicator and the District Performance Indicator. The administrator's evaluation may only change by one rating category as a result of this review.

PROFESSIONAL ASSISTANCE PHASE

STRUCTURED SUPPORT

Structured Support is designed to provide support and direction for administrators experiencing difficulty with one or more of the expectations outlined in this plan. The superintendent or designee will initiate the Professional Assistance Phase by informing the administrator via the enclosed *Notice of Placement in Professional Assistance Phase – Structured Support* (Form D). The existence of Structured Support does not preclude immediate placement in Intensive Assistance if the concern(s) about an administrator's competence warrants such action.

Structured Support is a means by which administrators can focus on improving a particular leadership competency or competencies as outlined in the CT School Leadership Standards (CSLS) reflected in the *Structured Support Plan* (Form E). Structured Support consists of:
- The evaluator identifies a concern(s) in writing
- The evaluator and the administrator set up a specific timeline to collaborate and attempt to resolve the concern(s)
- At the conclusion of the agreed-upon time period, the evaluator will review the administrator's progress and make one of the following recommendations using the enclosed *Report on Professional Assistance Phase – Structured Support* (Form F)
  - o The concern has been resolved and a goal specific to the aforementioned concern is added to the administrator's Professional Growth Plan
  - o Progress has been made and the administrator remains in Structured Support for an additional period
  - o The concern(s) has not been resolved and the administrator moves to Intensive Assistance

The administrator may have bargaining unit representation at all conferences if he/she desires and requests such representation.

INTENSIVE ASSISTANCE

Intensive Assistance is designed to provide support and direction for administrators experiencing significant difficulty with one or more of the expectations outlined in this plan. The Superintendent or designee will initiate the Intensive Assistance Phase by informing said administrator via the enclosed *Notice of Placement in Professional Assistance Phase – Intensive Assistance* (Form G).

If an administrator is placed in Intensive Assistance, a conference between the evaluator and the administrator will be held. The meeting will be followed by a written *Intensive Assistance Plan* (Form H) developed in collaboration with the administrator and incorporating the following:

- The evaluator identifies a concern(s) in writing
- The evaluator and the administrator set up a specific timeline to collaborate and attempt to resolve the concern(s)
- Identification of the area(s) of concern or performance deficiency
- A review of the assistance given under the Structured Support Plan (if applicable)
- Recommendations for improvement including suggested appropriate resources available to the administrator
- A reasonable timeline for determining whether there has been sufficient improvement in performance
- A monitoring system that affords the administrator the opportunity to achieve success.

At the end of the time period specified in the Intensive Assistance Plan, the evaluator will provide the administrator with a formal assessment using Form I, *Report on Professional Assistance Phase – Intensive Assistance* that includes:
- A record of the assistance that has been provided
- A record of the observations, formal conferences, and other documented evidence used to monitor performance
- An assessment of performance in the area(s) of concern or deficiency as of the date of the assessment
- A statement that the area(s) of concern or deficiency has been resolved and/or a recommendation for further administrative action which, depending on the seriousness of the area(s) of concern or deficiency, shall include, as appropriate, one of the following:
  - An extension of the terms and time limits of the existing Intensive Assistance Plan
  - A revision of the Intensive Assistance Plan to include other suggestions for improvement and additional help and an extension of the time limit
  - A recommendation for disciplinary action
  - Other administrative solutions up to and including recommendation for termination of employment

The administrator may have bargaining unit representation at all conferences if he/she desires and requests such representation.

Evaluation – Informed Professional Learning

Pursuant to Section 10-220a of the 2012 Supplement Connecticut General Statutes and the Connecticut State Guidelines for Educator Evaluation the East Lyme School District provides professional learning opportunities for all administrators based on the individual or group of individuals' needs that are identified through the evaluation process including, but not limited to: administrator mentors, administrator retreats and meetings, Regional Education Service Center and Connecticut State Department of Education professional development opportunities, and peer support groups.

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Career Development and Professional Growth

The East Lyme School District provides opportunities for career development and professional growth based on performance identified through the evaluation process including but not limited to: observation of peers, mentoring/coaching early-career administrators, participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard, leading Professional Learning Communities for their peers, differentiated career pathways, and targeted professional development based on areas of need.

East Lyme Administrator Evaluation and Development Plan Measures

The East Lyme Administrator Evaluation and Support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four categories, grouped into two major focus areas: Professional Practice and Student Outcomes.

1. **Administrator Professional Practice Indicators:** An evaluation of the core administrative practices and skills that positively affect student learning. This focus area is comprised of two categories:

   (a) **Observation of administrator performance and practice (40%)** as defined in the Connecticut School Leadership Standards, which articulates six domains of administrator practice
   (b) **Stakeholder feedback (10%)** on administrator practice through surveys of appropriate parents, staff, and/or students

2. **Student Learning Outcomes Indicators:** An evaluation of administrator contribution to student academic progress at the school or function area level. This focus area is comprised of two categories:

   (a) **Student learning (45%)** as determined by the success of achieving state accountability and locally-determined outcome measures
   (b) **Teacher effectiveness (5%)** as determined by aggregated teacher success in achieving student outcome goals

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Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

Exemplary/Distinguished – Substantially exceeding indicators of performance

Proficient/Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

Evaluation Components

Student Learning Outcomes, 45%

Stakeholder Feedback, 10%

Teacher Effectiveness, 5%

Observed Practice, 40%
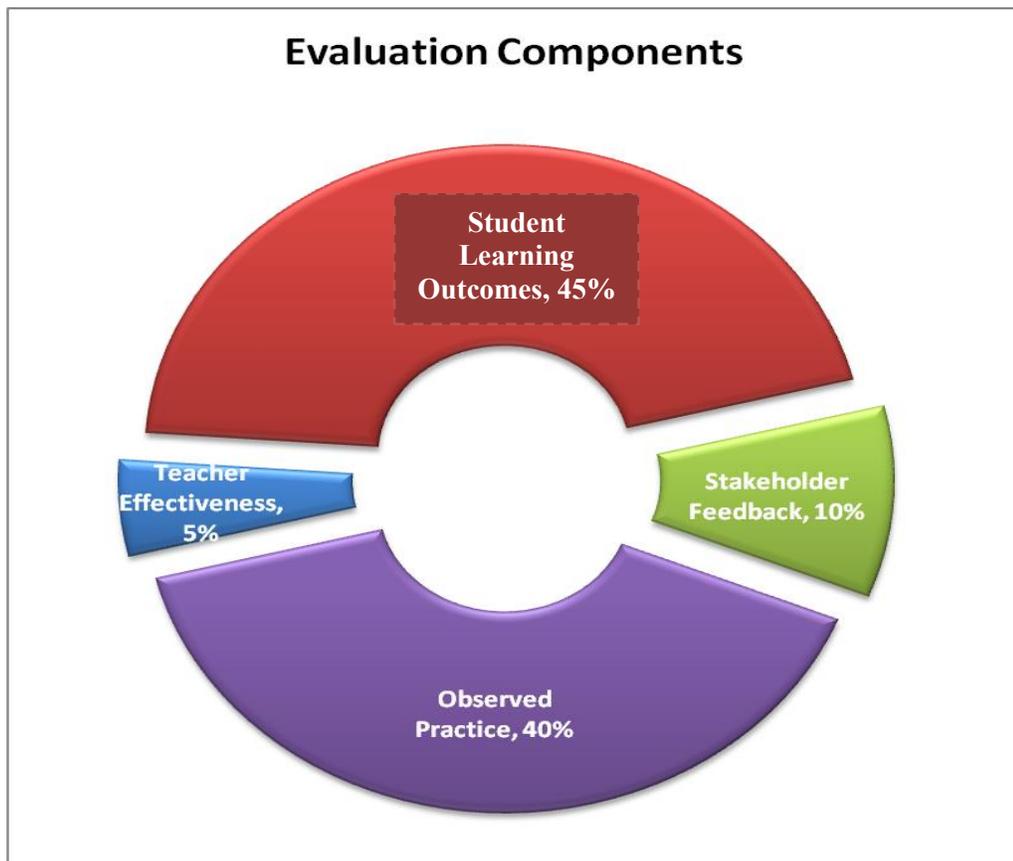
Administrator Evaluation Process and Timeline

The annual evaluation process between an administrator and an evaluator (Superintendent or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the administrator in order to be productive and meaningful.

Goal-Setting and Planning:
Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, the Superintendent or designee meets with administrators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any district priorities that should be reflected in administrator goals, and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Administrator Reflection and Goal-Setting* – The administrator examines student data, prior year evaluation and survey results and the Connecticut School Leadership Standards to draft proposed administrator goal(s) in the following areas: at least one stakeholder feedback goal, at least one goal related to Teaching and Learning, at least one goal related to the administrator's professional development for the school year.

3. G*oal-Setting Conference* – The evaluator and administrator meet to discuss the proposed goals and objectives in order to arrive at mutual agreement about them. The administrator collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the conference. The evaluator may request revisions to the proposed goals and objectives if they do not meet approved criteria.

Mid-Year Check-In:
Timeframe: **January and February**

1. *Reflection and Preparation* – The administrator and evaluator collect and reflect on evidence to date about the administrator's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference* – The evaluator and administrator complete at least one mid-year check-in conference during which they review progress on professional practice goals, student learning objective(s) (SLOs), stakeholder feedback, and the administrator's performance to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can

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deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, administrators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the administrator can take and support the evaluator can provide to promote growth in his/her focus areas.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by **June 15**

1. *Administrator Self-Assessment* – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment should focus specifically, but not necessarily exclusively, on the areas for improvement established in the goal-setting conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related goals sufficiently to warrant a change in the final rating. Such revisions should take place as soon as state test data are available and no later than September 15.

3. *End-of-Year Conference* – The evaluator and the administrator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 15. The Superintendent submits a final report re: administrative evaluations by June 30.

Primary Evaluators

The evaluator for most administrators will be the Superintendent of Schools, who will be responsible for the overall evaluation process, including assigning summative ratings. In addition, principals may become the primary evaluators for assistant principals, and the Assistant Superintendent may be assigned as the primary evaluator of some administrators.

Primary evaluators will have sole responsibility for assigning final summative ratings.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model and must possess CT (092 or 093) administrative certification. East Lyme Public Schools will provide comprehensive training and support to all administrators to ensure that evaluators are proficient in conducting administrator evaluations.

ADMINISTRATOR PRACTICE RELATED INDICATORS

The Administrator Professional Practice Indicators portion of the ELPS administrator evaluation model focuses on the administrator's knowledge of a complex set of skills and competencies and how these are applied in an administrator's practice. This portion is comprised of two categories:

- Administrator Performance and Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

These categories will be described in detail below.

Category #1: Administrator Performance and Practice (40%)

The Administrator Performance and Practice category of the model is a comprehensive review of administrator practice measured against the CT School Leadership Standards rubric and based on multiple observations. This category comprises 40% of the summative rating. Following observations, evaluators provide administrators with specific feedback to recognize good works, to identify administrator development needs and to tailor support for those needs.

Administrator Practice Framework
The East Lyme Public Schools reviewed the research and options for a framework of administrator practice and chose to use the Connecticut School Leadership Standards. The resulting rubric (see **Appendix B**), represents the most important skills and knowledge that administrators need to successfully lead their school or administrative leadership function.

The East Lyme Administrator Practice Framework is organized into six domains (Performance Expectations), each with 4-5 components:

- Domain 1: Vision, Mission, and Goals
- Domain 2: Teaching and Learning
- Domain 3: Organizational Systems and Safety
- Domain 4: Families and Stakeholders
- Domain 5: Ethics and Integrity
- Domain 6: The Education System

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Observation Process

Observations support administrators' growth and development more effectively when they are combined with timely feedback and recommendations. Multiple snapshots of practice provide a more accurate picture of performance than one or two observations per year. These observations of practice can provide valuable information about an administrator's performance and practices.

Each administrator should be observed several times per year through both formal and informal observations of practice as defined below:

- **Formal**: Scheduled observations or reviews of practice are followed by a post-observation conference, which includes both written and verbal feedback. Such observations may include faculty meetings, presentations, teacher conferences, etc.
- **Informal**: Non-scheduled reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.

Administrator Category	Guideline Requirements
First and Second Year Novice Administrators and All Assistant Principals	At least 4 formal observations or reviews of practice and multiple informal reviews of practice
Below Standard and *Developing*	At least 4 formal observations and several informal reviews of practice.
Proficient and *Exemplary*	At least 2 formal observations or reviews of practice and multiple informal reviews of practice

NOTE: Examples of observations or reviews of practice include, but are not limited to: observation of data team meetings, observations of coaching/mentoring teachers, review of administrator plans or other meeting agenda and minutes; observation of PTA meetings.

Feedback

The goal of feedback is to help administrators grow as educators and leaders and to become more effective with their responsibilities. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is both supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut School Leadership Standards;
- prioritized commendations and recommendations for development actions;
- next steps and supports for the administrator can pursue to improve his/her practice; and
- a timeframe for follow up.

Rating the administrator

Administrator Performance and Practice Scoring

At the end of the year, the primary evaluator must determine a final administrator performance and practice rating and discuss this rating with the administrator during the End-of-Year Conference. The final administrator performance and practice rating will be calculated by the evaluator in a three-step process:

1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the six domains of the CT School Leadership Standards from 1.0 (below standard) to 4.0 (exemplary).

2) After weighting the domain of "Teaching and Learning" as twice that of the remaining five domains, the evaluator computes the average score for all domains to a tenth of a decimal to calculate an aggregate score from 1.0 to 4.0.

Each step is illustrated below:

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard = 1* and *Exemplary = 4*. See example below for Domain 1:

Domain	Rating	Evaluator's Score
1	*Developing*	2
2	*Developing*	2
3	*Proficient*	3
4	*Exemplary*	4
5	*Exemplary*	4
6	*Proficient*	3

3) The evaluator applies domain weights to domain scores to calculate an overall observation of Administrator Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and aggregated to form one overall rating. Strong instructional leadership is the most important criteria for effective educational leadership. Therefore, Domain 2 is weighted more than the remaining Domains.

Domain	Score	Weighting	Weighted Score
1	2.0	1	2.0
2	2.0	2	4.0
3	3.0	1	3.0
4	4.0	1	4.0
5	4.0	1	4.0
6	3.0	1	3.0
Average			**3.3**

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Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders is used to determine the remaining 10% of the Administrator Practice Indicators focus area of the ELPS model.

1. Identification of a Stakeholder Group: Parent surveys should be conducted at the whole-school level each year. In addition to data gathered from the parent survey, the building administrator will gather feedback from teachers regarding the school operation. Other administrators will identify a group of appropriate non-parent stakeholders (administrators, teachers, and/or students), and, in conjunction with the evaluator, identify a means to collect data from this group.
2. Establishing Stakeholder Feedback Goal(s): The evaluator and the administrator will come to agreement on an appropriate feedback goal that reflects both parent feedback information and feedback from the agreed upon stakeholder group. In addition, they will agree upon appropriate targets to assess reaching the designated goal.

Stakeholder Feedback Scoring

The Stakeholder Feedback rating should reflect the degree to which an administrator successfully reaches his/her stakeholder improvement targets. This task is accomplished through a review of evidence provided by the administrator and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators comprise 50% of the administrator's evaluation rating. Every administrator, whether part of a school or central office staff, is in the profession to help children learn and grow.

Student Related Indicators includes two categories:
- Student Learning which counts for 45%; and
- Teacher Effectiveness which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

Category #3: Student Learning (45%)

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

The state's accountability system includes four measures of student academic learning:

1. School Performance Index (SPI) progress- changes from year to year in student achievement on Connecticut's standardized assessments.
2. SPI progress for student subgroups- changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
3. SPI rating- absolute measure of student achievement on Connecticut's standardized SPI rating for student subgroups- absolute measure of student achievement for subgroups on Connecticut's standardized assessments
4. SPI rating for subgroups-

Evaluation ratings for principals on these state test measures are generated as follows:

Step 1: SPI Ratings and Progress are applied to give the administrator a score between 1 and 4, using the table below:

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of sub-groups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
SPI Rating	89-100	77-88	64-76	< 64
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups.	The gap between the "all students" group and 50% or more of sub-groups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

*For schools with no subgroups, 50% on SPI progress, 50% on SPI rating

Step 3: The weighted scores in each category are aggregated, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

The SPI data is unavailable for the 2014-2016 school years. Therefore, locally determined measures will be used for the entire 45%.

LOCALLY-DETERMINED MEASURES

Administrators establish from two to three student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades that not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central office Administrator	(meets the non-tested grades or subjects requirement)		

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school or classroom developed assessments in subjects and grade levels for which there are not available state assessments.

Below are a few examples of indicators, goals and SLOs:

Grade level	SLO	Indicator of Academic Growth and Development	Assessment Means
2nd Grade	Students making at least one year's worth of growth in reading	Among 2nd graders who stay in my school from September to May, 80% will make at least one year's growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry.	7th grade CMT
High School	Credit accumulation	95% of students complete 10th grade with ___credits.	Grades

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. A suggested process for establishing these needs follows:

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.

- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.

- The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

  - The objectives are adequately ambitious.

  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.

- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator on the objective.

- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

- The principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this locally determined portion, as follows:

Exemplary	Proficient	Developing	Below Standard
Met all objectives and substantially exceeded at least 2 targets	Met all objectives	Met 1 objective and made substantial progress on others	Met 0 objectives

Overall Rating on Student Learning

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two categories are plotted on this matrix:

		State Test Portion			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Locally-determined Portion	**Exemplary**	Exemplary	Exemplary	Proficient	*Gather further information*
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	*Gather further information*	Developing	Below Standard	Below Standard

Category #4: Teacher Effectiveness (5%)

Teacher effectiveness as measured by an aggregation of teachers' success in meeting their student learning objectives (SLOs) is 5% of an administrator's evaluation.

<mark>Improving teacher effectiveness is central to a principal's role in driving improved student learning outcomes. Therefore, the principal evaluator also assesses the actions taken by the principal to increase teacher effectiveness including hiring, placement, professional development, and feedback to teachers on their performance.</mark>

As part of East Lyme's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	>40% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	<40% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

SUMMATIVE ADMINISTRATOR EVALUATION SCORING

Summative Scoring
The individual summative administrator evaluation rating will be based on the four parts of performance, grouped in two major focus areas: Professional Practice and Student Outcomes.

A. Professional Practice: Leadership Practice (40%) plus Stakeholder Feedback (10%) = 50%

The Practice rating derives from an administrator's performance on the six performance expectations of the leadership evaluation rubric and his/her success in achieving the stakeholder feedback goals. An overall rating of from 1.0 (below standard) to 4.0 (exemplary) is assigned by the evaluator, based on the weighted aggregation of these two areas. If in the judgment of the evaluator, the administrator took some risk in establishing significantly challenging goals, the evaluator may assign a higher rating on the rubric than the aggregation of the raw scores indicates.

Example: The administrator receives ratings as follows:

        Leadership Practice: Proficient (3.0) x 4 (to reflect weighting) = 12
        Stakeholder Feedback: Exemplary (4.0) x 1 (to reflect weighting) = 4

        Initial Summative Rating: 16 divided by 5 = 3.2 (proficient)

Upon reflection the evaluator determines that the Leadership Practice Goals were sufficiently rigorous as to warrant a higher summative rating of 4.0 (exemplary).

B. Student Outcomes: Student Learning (45%) plus Teacher Effectiveness (5%) = 50%

The outcome rating derives from the two student learning measures – student learning objectives and teacher effectiveness. An overall rating of from 1.0 (below standard) to 4.0 (exemplary) is assigned by the evaluator, based on the weighted aggregate of these two measures.   If in the judgment of the evaluator, the administrator took some risk in establishing significantly challenging goals, the evaluator may assign a higher rating on the rubric than the aggregation of the raw scores indicates.

Example: The administrator receives ratings as follows:

        Student Learning: Proficient (3.0) x 4.5 (to reflect weighting) = 13.5
        Teacher Effectiveness: Exemplary (4.0) x .5 (to reflect rating) = 2.0

        Initial Summative Rating: 15.5 divided by 5 = 3.1 (proficient)

Upon reflection, the evaluator determines that the administrator encouraged his/her teachers to establish challenging and rigorous student learning objectives. As a result, the evaluator assigns a higher summative rating of 4.0 (exemplary).

C. Overall Rating: Practice (50%) plus Outcomes (50%) = Final Rating (100%)

The overall rating combines practice and outcome ratings per the matrix below.

		Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	*Gather further information*
	Proficient	Proficient	Proficient	Proficient	*Gather further information*
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

"Effective" administrators generally are administrators who receive a summative rating of "proficient" or "exemplary"on the administrator evaluation rubric.

Novice administrators shall generally be deemed "effective" when said educator receives at least two sequential annual ratings of "proficient" on the evaluation rubric. A rating of "proficient" or "exemplary" in no way guarantees that a novice administrator will be offered a contract by the district for another year.

A tenured administrator shall generally be deemed "not effective" if said educator receives at least two sequential annual ratings of "developing" or one annual rating of "below standard."

Dispute-Resolution Process

Purpose: The purpose of this procedure is to provide a method for resolving disagreements regarding the final summative report and/or rating, and interpretation of the supervision/evaluation document.

Procedure: All possible effort should be made by the administrator and evaluator to resolve disagreements informally. If the disagreement is about the evaluator's judgment regarding the level of performance and/or practice of any competency, the administrator has the option to request that additional data be collected by the evaluator and that the evaluator reconsider the original judgment. If both parties cannot come to an agreement, the administrator has the right to include his/her concerns as an addendum to the final evaluation report. The Superintendent of Schools is the final arbitrator for resolving any disagreements.

New Administrator/Evaluator Meeting Documentation (Form A)

New Administrator   _____   Position   _____

Evaluator   _____

Date of Hire   _____

Documented Meeting Dates

July _____   January _____

_____   _____

August _____   February _____

_____   _____

September _____   March _____

_____   _____

October _____   April _____

_____   _____

November _____   May _____

_____   _____

December _____   June _____

_____   _____

Administrator's Signature: _____   Date: _____

Evaluator's Signature: _____   Date: _____

*A minimum of six (6) per year, preferably bi-monthly. It is recommended that such meetings occur more frequently during the first six (6) months of the new administrator's employment.

Administrator Goal Setting Form (Form B)

Administrator: _____   School Year: _____

Evaluator: _____

Professional Development Goals (minimum of one)
(Should focus on one or more of the six (6) CT School Leadership Domains)

Goal 1:

District Goal/Evaluation Component:

Indicators of Success:

Goal 2:

District Goal/Evaluation Component:

Indicators of Success:

Student Learning Outcomes (minimum of two)
(Should focus on the locally-determined measures portion of the Student Outcomes Related Indicators)

Goal 1:
District Goal/Evaluation Component:

Indicators of Success:

Goal 2:
District Goal/Evaluation Component:
Indicators of Success:

Goal 3: (Optional)

Stakeholder Feedback Goals (minimum of one)

Goal 1:
District Goal:
Indicators of success:

Goal 2: (Optional)
District Goal:
Indicators of Success:

Administrator Self Assessment Form

(Mid Year or End of Year)

Administrator: _____   School Year: _____

Evaluator: _____   Date: _____

Professional Development Goals

Goal 1 Progress:

Goal 2: Progress:

Student Learning Outcome Goals

Goal 1 Progress:

Goal 2 Progress:

Stakeholder Feedback goals

Goal 1 Progress:

Goal 2 Progress:

Administrator End of Year Summative Evaluation (Form C)

Administrator: _____ **School:** _____ **Date:** _____

Administrative Professional Practice Indicators and Rating

Evaluation Criterion 1: Administrator Performance and Practice (40%): Evaluator's rating on overall performance in relation to the Connecticut School Leadership Standards. Each performance expectation will be evaluated using the following rubric: (1) Below Standard (2) Developing (3) Proficient (4) Exemplary.

Rating/Weight

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals _____/X1

PERFORMANCE EXPECTATION 2: Teaching and Learning _____/X2

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety _____/X1

PERFORMANCE EXPECTATION 4: Families and Stakeholders _____/X1

PERFORMANCE EXPECTATION 5: Ethics and Integrity _____/X1

PERFORMANCE EXPECTATION 6: The Education System _____/X1

Average Weighted Rating _____ (40%)

Evaluation Criterion 2: Stakeholder Feedback (10%): Evaluator's rating on overall performance regarding feedback from parents and other appropriate persons. The criterion will be evaluated using the following rubric: (1) Below Standard (2) Developing (3) Proficient (4) Exemplary.

Stakeholder Feedback Rating _____(10%)

Overall Rating on Administrative Professional Practice _____(50%)

Student Learning Outcomes Indicators and Rating

Evaluation Criterion 3: Student Learning (45%): Evaluator's rating on overall performance in relation to the two assessment criteria required by the CSDE plan (state accountability measures (22.5%) and locally determined measures (22.5%). Each performance expectation will be evaluated using the following rubric: (1) Below Standard (2) Developing (3) Proficient (4) Exemplary.

- State accountability rating   _____(22.5%)
- Locally determined measures rating   _____(22.5%)

Student Learning Rating   _____(45%)

Evaluation Criterion 4: Teacher Effectiveness (5%): Evaluator's rating on aggregated success of teachers in achieving their student learning objectives (SLO's). The criterion will be evaluated using the following rubric: (1) Below Standard (2) Developing (3) Proficient (4) Exemplary.

Teacher Effectiveness Rating   _____(5%)

Overall Rating on Student Learning Outcomes   **_____(50%)**

****

Final Administrative Evaluation Rating   _____

Evaluator's Comments and Recommendations:

Evaluator: _____ **Date:** _____

Administrator: _____ **Date:** _____

Signature signifies that the administrator has seen and discussed this evaluation report with the evaluator.

Notice of Placement in
Professional Assistance Phase – Structured Support (Form D)

Date:

To:

From:

I am informing you that you are being placed on the Professional Assistance Phase – Structured Support because of demonstrated weaknesses in the following area(s):

A meeting will be held on _____ to establish a timeline to attempt to resolve the concern(s) listed above. You have the right to bring representation to this meeting. Please sign and return this memo to my office within two working days.

Administrator's Signature _____ Date _____

Signature of Administrator does not necessarily signify agreement, either fully or partially, with this document, but does signify that it has been read and understood.

Copy: Personnel File

Professional Assistance Phase – Structured Support Plan (Form E)

Date:

Administrator:

Evaluator:

Area(s) of Concern or Performance Deficiency:

Recommendations for improvement/suggested resources:

Timeline for implementation of plan:

Plan for monitoring improvement:

Administrator's Signature _____ **Date** _____

Signature of Administrator does not necessarily signify agreement, either fully or partially, with this document, but does signify that it has been read and understood.

Copy: Personnel File

Professional Assistance Phase Report – Structured Support (Form F)

Date:

Administrator:

Evaluator:

Evaluator's Summary Statement:

Status Decision:

_____ The concern(s) has been resolved and a goal specific to the aforementioned concern(s) is added to the Administrator's Professional Growth Plan.

_____ Progress has been made and the Administrator remains in Structured Support for an additional period of time not to exceed sixty work days.

_____ The concern(s) has not been resolved and the Administrator moves to Intensive Assistance.

Administrator's Response attached: _____ Yes _____ No

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Signature of Administrator does not necessarily signify agreement, either fully or partially, with this document, but does signify that it has been read and understood.

Copy: Personnel File

Notice of Placement in
Professional Assistance Phase – Intensive Assistance (Form G)

Date:

To:

From:

I am informing you that you are being placed on the Professional Assistance Phase – Intensive Assistance because of significant difficulties/weaknesses in the following area(s):

A meeting will be held on _____ to establish a timeline to attempt to resolve the concern(s) listed above. You have the right to bring representation to this meeting. Please sign and return this memo to my office within two working days.

Administrator's Signature _____ Date _____

Signature of Administrator does not necessarily signify agreement, either fully or partially, with this document, but does signify that it has been read and understood.

Copy: Personnel File

Professional Assistance Phase – Intensive Assistance Plan (Form H)

Date:

Administrator:

Evaluator:

Area(s) of Concern or Performance Deficiency:

Recommendations for improvement/suggested resources:

Timeline for implementation of plan:

Plan for monitoring improvement:

Administrator's Signature _____ Date _____

Signature of Administrator does not necessarily signify agreement, either fully or partially, with this document, but does signify that it has been read and understood.

Copy: Personnel File

Professional Assistance Phase Report – Intensive Assistance (Form I)

Date:

Administrator:

Evaluator:

Assessment of performance in the area(s) of concern of deficiency as of the date of the assessment:

Status Decision:

_____   Extension of the terms and time limits of the existing Intensive Assistance Plan

_____   Revision of the Intensive Assistance Plan including other suggestions for improvement and additional help and an extension of the time limit (attach)

_____   Recommendation for disciplinary action (attach)

_____   Other administrative recommendation (attach)

Attach a record of the observations, formal conferences, and other documented evidence used to monitor performance.

Administrator's Response attached: _____ Yes   _____ No

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Signature of Administrator does not necessarily signify agreement, either fully or partially, with this document, but does signify that it has been read and understood.

Copy: Personnel File

East Lyme Public Schools
Position Description

Position Title: Administrator for Program Improvement
Department: Curriculum and Instruction
Reports To: Superintendent
Prepared By: Karen Costello   Date: November 2004
Approved By: Dr. James Lombardo   Date: April 2011

SUMMARY:
Develops, oversees and manages day-to-day operations of educational programs and services for the District. Plans, develops and implements functions related to curriculum, instruction and staff development. Primarily responsible for developing, facilitating, and overseeing thirteen curriculum areas and their corresponding management cycles. Also, responsible for assisting in overseeing the program implementation for three K-4 schools, one 5-8 middle school, and one high school 9-12. Interprets, analyzes and disseminates CMT results to BOE and schools, as well as works with principals to address skills measured by CMT. Works with building principals and language arts consultant to address school improvement initiatives. Develops and coordinates all district-wide PD initiatives for faculty and administrators.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Provides leadership in planning and conducting curriculum studies including special programs for new courses, funding, staffing requirements, and curriculum impact.
- Participates in the selection of textbooks and provides guidance concerning textbook and other instructional material usage.
- Oversees the development and implementation of district-wide instructional programs.
- Oversees professional development activities for the District. Ensures a district-wide staff development program, which addresses curriculum needs.
- Manages instructional departments including Library Media, K-12 Music, Health and Physical Education, Art and Elementary Science programs.
- District facilitator for BEST Program and works with principals regarding student teacher placement.
- Coordinates the district school improvement process.
- Develops central office instructional budget.
- Assists in writing and/compiling grant applications.
- Coordinates the Curriculum Management Cycle for 13 disciplines.
- Co-chairs Curriculum Council.
- Assembles the Annual Curriculum Council Report.
- District wide Facilitator for BEST (which includes district wide meetings for 1st and 2nd year teachers new to the profession/distribution of materials).
- Meets monthly with Reading/Language Arts Consultants.
- Meets monthly with Library Media Specialists.
- Meets throughout the school year with 13 Curriculum Standing Committees.
- Meets monthly with the building principals.

- Coordinates agendas for Administrative Retreats.
- Supervises 3rd grade general music and strings instructors and elementary Spanish instructor (district wide positions).
- Interprets CMT test data results and gives annual CMT report to the BOE.
- Observes classroom instruction with a focus on curriculum implementation and delivery.
- Coordinates district wide School Improvement Plan meetings.
- Meets regularly with grade level teams in the elementary schools.
- Coordinates Summer Curriculum work.
- Coordinates the ordering of district wide texts and resources.
- Collaborates with building principals and Language Arts Consultants regularly to support curriculum and instruction improvement.

SUPERVISORY RESPONSIBILITIES:
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
6th year Masters and/or PH. D. plus 5 years classroom experience and previous administrative experience.

CERTIFICATES, LICENSES, REGISTRATIONS:
Central Office Administrative Certification and a valid teaching certificate.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to administrators, public groups/community, and board of education.

MATHEMATICAL SKILLS:
Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Interprets graphs and analyzes statistical data.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:
Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the school community.

Ability to speak clearly and concisely both in oral and written communication.   Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, walk, stand and talk or hear.   Specific vision abilities required by this job include close vision, distance vision. Frequently driving or the ability is performed while meeting the demands of this job. Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints, interacting with the public and other workers. Occasionally the position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people and meet multiple demands from several people.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

East Lyme Public Schools

Position Description

Position Title:	Assistant Principal	Department:	Building
Reports To:	Principal		
Prepared By:		Date:	
Approved By:	Dr. James Lombardo	Date:	April 2011

SUMMARY:

Assists the school principal by using leadership, supervisory, and administrative skills to foster a community of learners which enhances the educational development of each student.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Leadership

- Provides leadership for and involves teachers in the improvement of the school program.
- Encourages staff commitment to school goals and programs.
- Continually examines and reviews curriculum and instructional methodology for the purpose of enhancing the quality of instruction for students.
- Assess and promotes the attainment of planned learning outcomes.
- Shares ideas, materials, and provides opportunities for collaboration.
- Analyzes student performance data and plans for instructional and program improvement.
- Assists in the development of a plan for the smooth transition of students between educational levels.
- Develops and demonstrates supervisory skills related to the district supervision/evaluation process.
- Supervises and evaluates professional staff as assigned by the principal.

Planning and Preparation

- Develops a set of goals and objectives for his/her area of responsibility.
- Addresses the daily needs of the school community
- Uses human and material resources effectively.
- Communicates effectively in written and oral form and maintains communication with all constituent groups.

Assistant Principal (continued)

Management
- Maintains an attractive, safe, healthy, and productive atmosphere.
- Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
- Exercises direction and control of school bus and bus stop behavior of students and acts as liaison, as needed, between the central office staff members responsible for transportation and the bus contractor.
- Reviews and recommends revisions to the student code of conduct as needed.
- Assists in the recruiting, screening, hiring, training, and assigning of the professional and support staff.
- Employs and orients substitute teachers.
- Assists in preparation of school budget.
- Prepares reports in a timely and accurate fashion.
- Organizes administrative coverage in his/her absence.
- Works with staff to establish rules, regulations, and policies for students and staff which are fair and operable.
- Adheres to the Board of Education, State Statutes, and administrative policies made available to him/her by the superintendent.
- Remains current with educational law and guides the staff in their duties and responsibilities accordingly.
- Assists in the development of appropriate schedules for assigned staff and students.
- Assesses and reports on student progress and attendance to professional staff and parents as needed.
- Chairs SST meetings and attends and chairs IEP's as needed.
- Assists in the planning and conducting of staff meetings to address school needs.
- Supervises the administration of standardized testing.
- Coordinates and plans a student activities program.
- Coordinates the use of school facilities by non-school groups.

Interpersonal Relationships

Staff Relationships
- Maintains a positive working relationship with all school personnel.
- Encourages, respects and supports different viewpoints and teaching styles of staff.
- Is supportive, fair and consistent in dealing with staff.

Student Relationships
- Supports teacher efforts to identify and provide for individual differences and needs of students.
- Is fair, impartial and consistent in dealing with students.
- Fosters an atmosphere where there is respect for diversity.

Parent/Community Relationships

- Establishes a cooperative working relationship with parents based on a mutual respect for each other's roles.
- Assists in the development and implementation of a planned program to inform the community of activities and functions of the school.
- Meets regularly with parent organizations to guide, inform and advise in areas relative to the educational programs assigned by the principal.

Professional Growth and Responsibilities

- Is involved in appropriate professional activities, e.g., school visitations, conferences, professional meetings, committee work, in-service, professional organizations, etc.
- Is knowledgeable about current educational methods and procedures.
- Is involved in districtwide initiatives and issues.

SUPERVISORY RESPONSIBILITIES:
Certified and non-certified staff as assigned by the principal

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
Masters degree in Education, minimum 5 years teaching and/or administrative experience.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or government regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.

MATHEMATICAL SKILLS:
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

CERTIFICATES, LICENSES, REGISTRATIONS:
Intermediate Administrator/Supervisor certificate.

OTHER SKILLS AND ABILITIES:
Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students and the community. Ability to communicate clearly and concisely, both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 lbs. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

The information contained in this job description is for compliance with the American with

Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.

Additional duties are performed by the individuals currently holding this position and additional

duties may be assigned.

East Lyme Public Schools
Position Description

Position Title:	Special Education Coordinator Pre K - 12
Department:	Central Office
Reports To:	Assistant Superintendent for Special Education and Pupil Personnel
Approved By:	Dr. James Lombardo Date: 01/08/2010

Job Goal: The Pre K – 12 Special Services Program Coordinator will:

- Assists in fostering increased student learning by improving the overall coordination and implementation of the District's related services and individualized education programs for special education students.
- Assists the Assistant Superintendent of Special Education and Pupil Personnel Services to establish and maintain consistent procedures, Pre K – 12, to meet ELPS Board Policy, Superintendent's directives, and the requirements of Connecticut Statutes and Connecticut State Department of Education regulations.
- Chairs/facilitates appropriate Pre K – 12 PPT and 504 meetings.
- Provides support in the development, writing and implementation of IEP's and 504 plans.

Reports to: Assistant Superintendent for Special Education and Pupil Personnel Services

General Responsibilities:

1. Under the direction of the Assistant Superintendent for Special Education and Pupil Personnel Services develops and facilitates the delivery of special education programs.
2. Coordinates the development and implementation of IEP's and 504 meetings; serves as administrator at assigned PPT meetings to ensure compliance with Federal and State regulations.
3. Supports special education and other teachers with program implementation through demonstration teaching/lessons, supervision/observation/feedback sessions, and visitations, as appropriate.
4. Collaborates with building principals and other appropriate staff in the coordination of special education and paraprofessional assignments in general education classrooms and resource rooms.
5. Collaborates with building principals and other District administration to ensure that all student needs are being met.

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6. Under the direction of the Assistant Superintendent for Special Education and Pupil Personnel Services coordinates and monitors special education student records.
7. Coordinates interschool and post-secondary transitions for students with special needs among receiving schools and agencies.
8. Serves as the District's liaison to parents, outside agencies, and private special education facilities, as requested.
9. Participates in the interviewing, selection, and orientation of special education and related services personnel.
10. Provides in-service training and coaching, when appropriate, to special education teachers, therapists, and other involved personnel.
11. Supports new special education staff in the Connecticut TEAM program.
12. Under the direction of the Assistant Superintendent for Special Education and Pupil Services schedules, prepares agendas, and facilitates special education department meetings on a regular basis.
13. Assists the District with the implementation of Connecticut's SRBI/RTI.
14. Represents the special education department at coordinator/leadership team meetings and communicates appropriate information to staff, as requested.
15. Assists the principals and the Assistant Superintendent for Special Education and Pupil Personnel Services in preparing building and District budgets and ordering materials and supplies.
16. Under the direction of the Assistant Superintendent for Special Education and Pupil Personnel Services supervises and evaluates assigned Pre K – 12 special education teachers and related service providers.
17. Participates in professional growth activities and keeps informed on current trends in special education through literature, workshops, and professional organizations.
18. Performs other duties or special assignments delegated by the Assistant Superintendent for Special Education and Pupil Personnel Services.

Qualifications: Special Education, School Psychology, or Speech and Language Certification from the State of Connecticut.
Master's Degree or equivalent required.
Connecticut Intermediate Administrators' Certification (092) required.
Five years experience as a teacher of special education or related services

Skills: Ability to understand and relate to students, parents and staff.
Strong working knowledge of current special education law.
Excellent oral & written communication skills.
Ability to interpret test data and draw conclusions.
Ability to maintain confidentiality.
Ability to facilitate group discussions and consensus building.

Evaluation: Per the East Lyme Administrators' Evaluation Process and the appropriate provision of the collective bargaining agreement between the East Lyme Board of Education and the East Lyme Administrators' Association.

East Lyme Public Schools
Position Description

Position Title: Principal
Department: Building
Reports To: Superintendent
Prepared By: Date:
Approved By: Dr. James Lombardo   Date: April 2011

SUMMARY:
Uses leadership, supervisory and administrative skills to foster a community of learners which enhances the educational development of each student.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Leadership

Instructional Improvements
- Provides leadership for and involves teachers in the improvement of the school program.
- Encourages staff commitment to school goals and programs.
- Continually examines and reviews curriculum and instructional methodology for the purpose of enhancing the quality of instruction for students.
- Shares ideas, materials, and provides opportunities for collaboration.
- Analyzes student performance data and plans for instructional and program improvement.
- Develops and demonstrates supervisory skills related to the district supervision/evaluation process.

Planning and Preparation
- Develops a set of goals and objectives for his/her area of responsibility.
- Addresses the daily needs of the school community.
- Uses human and material resources effectively.
- Communicates effectively in written and oral form and maintains communication with all constituent groups.

Management

- Maintains an attractive, safe, healthy, and productive atmosphere.
- Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
- Assists in the recruiting, screening, hiring, training, and assigning of the professional staff.

- Prepares of school budget.
- Prepares reports in a timely and accurate fashion.
- Organizes administrative coverage in his/her absence.
- Works with staff to establish rules, regulations, and policies for students and staff which are fair and operable.
- Adheres to the Board of Education, state statutes, and administrative policies made available to him/her by the superintendent.
- Remains current with educational law and guides the staff in their duties and responsibilities accordingly.
- Develops appropriate schedules for assigned staff and students.
- Supervises the maintenance of accurate records on the progress and attendance of students.
- Organizes staff meetings to address school needs.
- Supervises the administration of standardized testing.

Interpersonal Relationships

Staff Relationships
- Maintains a positive working relationship with all school personnel.
- Encourages, respects and supports different viewpoints and teaching styles of staff.
- Is supportive, fair and consistent in dealing with staff.

Student Relationships
- Supports teacher efforts to identify and provide for individual differences and needs of students.
- Is fair, impartial and consistent in dealing with students.
- Fosters an atmosphere where there is respect for diversity.

Parent/Community Relationships
- Establishes a cooperative working relationship with parents based on a mutual respect for each other's roles.
- Develops and implements a planned program to inform the community of activities and functions of the school.
- Meets regularly with parent organizations to guide, inform and advise in areas relative to the educational programs assigned by the principal.
- Establishes a cooperative working relationship with community groups, clubs and organizations.

Professional Growth and Responsibilities
- Is involved in appropriate professional activities, e.g., school visitations, conferences, professional meetings, committee work, in-service, professional organizations, etc.
- Is knowledgeable about current educational methods and procedures.
- Is involved in district-wide initiatives and issues.

SUPERVISORY RESPONSIBILITIES:
Certified and non-certified staff in his/her area of responsibility.

QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
Masters degree in Education, minimum 5 years teaching and/or administrative experience.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or government regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.

MATHEMATICAL SKILLS:
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

CERTIFICATES, LICENSES, REGISTRATIONS:
Connecticut Intermediate Administrator certificate.

OTHER SKILLS AND ABILITIES:
Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students and the community. Ability to communicate clearly and concisely, both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 lbs. Specific vision abilities required by this job include close vision, distance vision.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Appendix B

Common Core
of Leading

Connecticut School Leadership
Standards

Performance Expectations
Elements and Indicators

Connecticut School Leadership Standards

Overview of the Performance Expectations and Elements

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 vision, mission and goals establish high, measureable expectations for all students and educators.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of creating 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 guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations.

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. Rigorous Curriculum and Instruction: Leaders understand and expect faculty to know how to plan, implement and evaluate rigorous curriculum and challenging instruction aligned with national and Connecticut 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.

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and 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 stakeholders.

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

Element C. Community Resources: Leaders maximize shared resources 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 by being ethical and acting with integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate appropriate 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 strategies and 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 systems of political, social, economic, legal, and cultural contexts affecting education.

Element A. Professional Influence: Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

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.

Connecticut School Leadership Standards

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 each student.

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 educators**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

The vision, mission, and goals represent 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 adjusted, 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 advocate for and act to increase equity and social justice.

Performance Expectations and Indicators

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals
Education leaders[1] 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 vision, mission, and goals establish high, measureable expectations for all students and educators[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 with high, measureable expectations for all students and educators.

2. Aligns the vision, mission, and goals of the school and district, to state, and federal policies.

3. Incorporates diverse perspectives and builds consensus about vision, mission, and goals in which all students have equitable, appropriate, and effective learning opportunities to achieve at their highest levels.

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

Indicators: *A leader…*
1. Establishes, implements, and evaluates processes that engage the school community and the community-at-large in creating a vision, mission, and goals.

2. Develops shared understandings, commitments, and responsibilities for the vision, mission, and goals that are distributed among the school community and the community-at-large for making decisions and evaluating actions and outcomes.

3. Aligns actions and communicates the vision, mission, and goals so that the school community and the community-at-large understands, supports, and acts on them consistently.

4. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for all students.

[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]**Educator:** certified school faculty and certified school leaders with 092 and 093 certificates

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Element C: Continuous Improvement toward the Vision, Mission, and Goals
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.

Indicators: *A leader…*
1. Incorporates the vision, mission and goals into school improvement planning and implementation of instructional programs.

2. 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.

3. Makes decisions informed by data, research, and best practice to shape plans, programs, and activities and regularly assesses their effects.

4. Uses data to determine effective change strategies, engaging all stakeholders in planning and carrying out changes in programs and activities.

5. Identifies and removes barriers to achieving the vision, mission, and goals.

6. Seeks and aligns resources to achieve the vision, mission, and goals.

Connecticut School Leadership Standards

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**
- **High expectations for all**
- **Rigorous curriculum and instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support teacher learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share and distribute 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 opportunities for professional development, reflective practice, and timely, accurate, and specific feedback.

Educators collaboratively plan their professional learning strategically, building their capacities to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively to improve results.

Performance Expectations and Indicators

Connecticut School Leadership Standards

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.

Indicators: *A leader…*
1. Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.

2. Supports and evaluates job-embedded, standards-based professional development to enhance faculty teaching skills to meet the needs of all students.

3. Engages in continuous inquiry[3] and models a willingness to change and inspire collaboration to improve teaching and learning.

4. Provides support, time, and resources to engage staff in evaluating and improving instructional practices.

5. Provides ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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[3]Inquiry-based learning: occurs when learners generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require learners to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Indicators: *A leader…*
1. Develops a shared understanding of rigorous curriculum, instruction, and alignment of standards-based instructional programs.

2. Ensures the development and implementation of rigorous curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and evaluation methods.

3. Identifies and facilitates the use of evidence-based strategies and instructional practices to improve learning for all students including diverse student populations[4].

4. Develops processes to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet the diverse needs of all students.

5. Provides educators and students with access to instructional resources[5] to extend learning beyond the classroom walls.

6. Assists educators and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

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

[5]instructional resources: may include materials, time, current technology and other support personnel such as paraprofessionals, family volunteers, special service staff, or other educators.

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 2: Teaching and 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[6].

Indicators: *A leader…*
1. Uses district, state, national and international assessments to analyze student performance, to advance instructional accountability, and to guide school improvement.

2. Develops and uses multiple sources[7] of information to evaluate and improve the quality of teaching and learning.

3. Implements district and state processes to regularly conduct certified and non-certified staff evaluation to strengthen teaching capacity and continuous school improvement.

4. Interprets data and communicates progress toward the vision, mission, and goals for educators, and all other stakeholders.

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

[7] multiple sources of information: including but not limited to test scores, work samples and teacher
 conferences and observations.

Connecticut School Leadership Standards

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 appropriate policies, supporting due process, and protecting civil and human rights of all.

Performance Expectations and Indicators

Connecticut School Leadership Standards

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[8] and staff[9].

Indicators: *A leader…*
1. Advocates for, creates and supports collaboration that fosters a positive learning climate which promotes the learning and well being of the school community.

2. Involves families, the school community and the community at large in developing, implementing, and monitoring guidelines and community norms for accountable behavior that prioritizes the importance of student learning.

3. Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district and community resources.

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 strategic and operational planning to continuously improve the operational system.

2. Maintains the 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 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.

[8]**Faculty:**   certified school faculty
[9]**Staff:**   all educators and non-certified staff

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 3:   Organizational Systems and Safety

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 within the framework of 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 rigorous teaching and learning in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and 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
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.

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 4:   Families and Stakeholders
Education leaders ensure the success and achievement of all students by collaborating with families and 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 stakeholders.

Indicators: *A leader…*
1. Brings together the resources of schools, family members, and the community at large to improve student achievement.

2. Welcomes and engages all families in decision making to support their children's education.

3. Uses a variety of strategies to facilitate communication between the school and families and community members.

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

Indicators: *A leader…*
1. Involves all stakeholders, including those with competing or conflicting educational perspectives.

2. Uses assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.

3. Collaborates with community programs serving students with diverse needs.

4. Capitalizes on the diversity[10] of the community at large as an asset to strengthen educational programs.

5. Demonstrates the ability to understand, communicate with and interact effectively with people of diverse cultures.

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[10]diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Element C: Community Resources
Leaders maximize shared resources 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. Uses public resources and funds to support the educational needs of all children and families.

Connecticut School Leadership Standards

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 every student and 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 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 appropriately engaging others in decision making and monitoring the resulting consequences on students, educators, and communities.

Performance Expectations and Indicators

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Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 5: Ethics and Integrity
Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.

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

Indicators: *A leader…*
1. Uses professional influence and authority to foster and sustain educational equity and social justice[11] for all students.
2. Protects the rights of students, families and staff and maintains appropriate confidentiality.

3. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.

4. Exhibits professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators*.
    (See Appendix A)

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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 community stakeholders.

3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for all students.

4. Overcomes challenges and leads others to ensure that values and beliefs support and promote the school vision, mission, and goals needed to ensure a positive learning environment.

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

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 5: Ethics and Integrity

<u>Element C: High Standards for Self and Others</u>
Leaders model and expect exemplary strategies and 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. Distributes resources equitably to sustain a high level of organizational performance.

4. Ensures that all members of the school community, including families, understand the legal, social, and ethical use of technology.

5. Inspires trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

Connecticut School Leadership Standards

Education leaders ensure the success and achievement of all students-- and advocate for their student and staff needs-- by influencing systems of political, social, economic, legal and cultural 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

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 success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, political, economic, 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.

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

Performance Expectations and Indicators

Connecticut School Leadership Standards

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 systems of political, social, economic, legal and cultural contexts affecting education.

Element A: Professional Influence
Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the community and the larger educational policy environment.

Indicators: *A leader…*
1. Facilitates discussions with the public about federal, state, and local laws, policies, and regulations affecting continuous improvement of educational programs and outcomes.

2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect the context and conduct of education.

3. Advocates for equity, access, and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so all students can meet educational expectations.

4. Provides opportunities for equitable access and use of current and evolving technologies to extend learning beyond the classroom walls.

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. Upholds and influences federal, state, and local laws, policies and regulations in support of education.

2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies.

3. Communicates effectively with decision makers and the community at large to improve public understanding of federal, state, and local laws, policies, and regulations.

Connecticut School Leadership Standards

PERFORMANCE EXPECTATION 6: The Education System

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

Indicators: *A leader…*

1. Advocates for public policies 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 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.

Connecticut School Leadership Standards

APPENDIX A

Sec. 10-145d-XXX. 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 worth, 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;

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    (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, 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

(f)

    (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.

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UNPROFESSIONAL CONDUCT*

(g) 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;
    (E) Engage in any misconduct which would put students at risk; or

(h) 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; and
    (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.

(i) 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.
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(j) 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 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.