

**Shelton Public School System's
Educator Evaluation
& Support Plan**



2015-16

Shelton Public School System
 Educator Evaluation and Support Model
 2015-2016

Proposed Timeline:

Process	Timeline	Completed by
Training for Administrators	August 2015	End of August 2015
Orientation for Teachers	August 2015	End of August 2015
Goal Setting Process	September thru October 2015	November 1, 2015
Midyear Check-In	January-February 2015	February 14, 2016
End of Year Review and Conference	May 2016	May 30, 2016

Orientation:

All certified staff will be provided with an orientation on the revised evaluation process during professional development days prior to the start of the 2015-2016 school year. The orientation will include an overall review of the evaluation process and revision if any, timelines, forms, specific information related to each of the four rated areas, samples of goals and student learning objectives, samples of standardized and non-standardized indicators, sample data analysis, rubrics, observation protocols, CCT, and other relevant information.

Additional informational sessions will be planned based on feedback related to staff needs.

Annual updates, training, and orientation will be provided to all certified staff during professional learning activities.

Career Development and Professional Growth

Staff who has received a rating of Exemplary in at least one category will be provided opportunities for continued career development and professional growth. These opportunities may include but will not be limited to:

- Mentoring/Coaching
- Curriculum Development
- Leading Professional Learning Communities
- Grade/Team Leaders
- Differentiated Career Pathways
- Personalized Learning based on goals for continuous growth and development

Four-Level Matrix Rating System

The annual summative rating of the evaluatee will be aligned to one of these four performance designators: Exemplary, Proficient, Developing, and Below Standard.

Outcomes Rating-50%

Student Growth and Development -45%

The following scale will be used to assign a rating:

Exemplary-Substantially exceeded indicators of performance

Proficient-Met indicators of performance

Developing- Met some indicators of performance but not others

Below Standard- Made little or no progress toward indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators". Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Whole School Student Learning Indicator-5%

The following scale will be used to assign a rating:

Exemplary-Substantially exceeded indicators of performance

Proficient-Met indicators of performance

Developing- Met some indicators of performance but not others

Below Standard- Made little or no progress toward indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators". Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Definition of Effectiveness and Ineffectiveness

Utilizing the final summative ratings of the evaluation, the district will use the following guidelines:

Non-Tenured:

Non-tenured teachers shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings in the final summative rating, one of which must be earned in the third year of a non-tenured teacher’s career.

A “below standard” or “developing” rating shall only be permitted in the first year of a non-tenured teacher’s career, assuming a pattern of growth of “proficient” ratings in years two, three, and four.

Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.

Tenured:

A tenured educator shall generally be deemed ineffective if said educator receives at least two sequential “developing” ratings or one “below standard” rating in the final summative evaluation.

Dispute Resolution Process

A panel, composed of the superintendent or his designee, the Shelton Education Association president, and a neutral third party, shall resolve disputes where the evaluator and evaluatee cannot agree on objectives, the evaluation period, feedback on the professional development plan, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent or his designee.

Individual Teacher Improvement and Remediation Plan

	Level I -Structured Assistance for a Developing Rating	Level II -Intensive Assistance for a Below Standard Rating
<u>Who</u>	Evaluatee who: <ul style="list-style-type: none"> • Has received a final performance rating of <i>developing of below standard</i> • Is experiencing on-going difficulty demonstrating competence as described in <i>Shelton’s Teacher Evaluation Plan, Connecticut’s Common Core of Teaching (CCT), or the Connecticut Code of Professional Responsibility for Teachers</i> • Needs more structured support 	Evaluatee who: <ul style="list-style-type: none"> • Has been placed on <i>Structured Assistance for a Developing Rating Plan</i> and did not resolve stated issue or incident • Is experiencing serious difficulty • Needs intensive support to meet job expectations
<u>Purpose</u>	Continue to provide support and assistance to correct performance deficiencies	Provide intensive assistance to correct performance deficiencies
<u>Primary Features</u>	The evaluator: <ul style="list-style-type: none"> • Advises the evaluatee of the placement in the <i>Structured Assistance for a Developing Rating</i> • Describes areas of continued concern or difficulty related to one or more of the four performance categories outlined in <i>Shelton’s Teacher Evaluation Plan: Student Growth & Development, Practice & Performance, Whole School Student Learning, and Parent Feedback</i> • Works collaboratively with evaluatee and SEA representative to develop an action plan and a timeframe in which the area(s) of concern must be corrected • Establishes how support will be provided • Schedules formal observations including a pre-conference, observation, and post-conference • Schedules a minimum of one additional formal observation to be completed by another administrator/supervisor • Advises evaluatee to discuss the situation with a Shelton Education Association (SEA) representative • Notifies the Superintendent of the evaluatee’s placement in the <i>Structured Assistance for a Developing Rating Plan</i> <p>The Superintendent will notify the SEA president of evaluatee's placement in the <i>Structured Assistance for a Developing Rating Plan</i>.</p>	The evaluator: <ul style="list-style-type: none"> • Develops an action plan to address area(s) of deficiency and/or concern • Develops a timeframe for performance improvement • Establishes how support will continue to be provided • Schedules formal observations including a pre-conference, observation, and post-conference • Schedules a minimum of one additional formal observation to be completed by another administrator/supervisor <p>Continued involvement by the Shelton Education Association (SEA)</p>

Individual Teacher Improvement and Remediation Plan

The *Individual Teacher Improvement and Remediation Plan* is intended to assist the evaluatee who is having difficulty consistently demonstrating competence as described in *Shelton's Teacher Evaluation Plan, Connecticut's Common Core of Teaching (CCT)*, or *Connecticut Code of Professional Responsibility for Teachers*.

The evaluatee assigned to the *Individual Teacher Improvement and Remediation Plan* will work collaboratively with his/her evaluator and/or supervisor to develop and implement an individualized action plan designed to assist the evaluatee in resolving areas of concern. The *Individual Teacher Improvement and Remediation Plan* will include opportunities for the evaluatee to obtain assistance in meeting his/her individualized action plan.

The evaluatee will be advised by the evaluator as to his/her placement in the *Individual Teacher Improvement and Remediation Plan*. This phase is composed of two levels: *Structured Assistance for a Developing Rating* and *Intensive Assistance for a Below Standard Rating*.

Individual Teacher Improvement Action Plan

- Structured Assistance for a Developing Rating – Level I**
 Intensive Assistance for a Below Standard Rating – Level II
Check which applies

Evaluatee _____ School _____

Evaluator _____ Date _____

1. **Identification of performance deficiency** - Reference *Shelton's Teacher Evaluation Plan, Connecticut Common Core of Teaching, Connecticut Code of Professional Responsibility for Teachers.*
2. **Action Plan** – Include specific timeframe and support system.

Procedure	Timeframe	Supports
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3. Formal Observations

Evaluator: _____

Additional Administrator/Supervisor: _____

Observation I

Pre-Conference ___/___/___
Observation ___/___/___
Post Conference ___/___/___

Observation II

Pre-Conference ___/___/___
Observation ___/___/___
Post Conference ___/___/___

4. Evaluator's Comments

5. Evaluatee's Comments

6. Evaluator's Recommendation (Check One)

Level I

- Return to *Professional Growth Phase*
 Enter *Intensive Assistance for Below Standard Rating*

Level II

- Return to *Professional Growth Phase*
 Notify superintendent of failure to correct area(s) of concern or deficiency

Signatures indicate recommendation has been discussed.

Evaluatee _____ Evaluator _____

Category 1- Student Outcomes/Achievement (45%)

Attainment of goals and/or objectives for student growth using **multiple indicators** of academic growth and development to measure the goals/objectives

- **Goal-Setting Process**

- During the goal-setting meeting, **at least 1 mutually agreed upon goal/objective** for student growth will be determined and Indicators of Academic Growth and Development (IAGDs) will be established for each goal.
- Student Growth will be measured by Student Learning Objectives (SLOs).
- **All IAGDs will be mutually agreed-upon by the teacher and their evaluator** and there will be agreement on the balance of weighting standardized and non-standardized indicators for the 45% component.

- **Indicators of Academic Growth and Development (IAGDs)**

- One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met will be based on a standardized indicator.
- May also include a maximum of one additional standardized indicator, if there is mutual agreement.
- A minimum of 1 non-standardized indicator will be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).
- If no standardized indicator is available – two non-standardized indicators may be used.

Goal Setting Resource Chart

Domain	Student Growth and Development	Observations of Performance and Practice	Parent Feedback	Whole School Learning Indicators
# of Goals	Minimum 1	1	1	1
	<p>22.5% of IAGDs based on standardized indicators</p> <p><i>Examples:</i> <i>DRAs</i> <i>AimsWeb</i> <i>Symphony Math</i> <i>SRI</i> <i>SMI</i> <i>CAPT(Science)</i> <i>AP Exams</i></p>	<p>One goal to provide a focus for observations and feedback discussion; based on student data, self-assessment, evaluator feedback, professional development, and/or survey data; linked to student achievement and/or building school community/culture</p>	<p>One goal during the first year the goal can be based on previously collected parent feedback or you can set a parent engagement goal not based on formal feedback.</p>	<p>This goal is based on your administrator's whole school learning goal. You will develop strategies that address your contribution to this whole school goal.</p>
	<p>22.5% of IAGDs based on non-standardized indicators</p> <p><i>Examples:</i> <i>Portfolios</i> <i>Rubrics</i> <i>Performance Assessments/Tasks</i> <i>Curriculum Based Assessments</i> <i>Formative Assessments</i> <i>Benchmark Assessments</i> <i>Unit Tests</i></p>		<p>Moving forward, goal to be based on parent survey results. This should be based on one specific question or a small group of related questions.</p>	

Indicators of Academic Growth

Standardized indicators:

Standardized assessments are characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly administered (e.g. nation or statewide);
- Commercially produced; often administered only once a year.

Standardized assessments include, but are not limited to:

- AP exams;
- SAT-9;
- DRA (administered more than once a year);
- Standardized vocational ED exams;
- Curriculum based assessments taken from banks of state-wide or consortium assessment bank items.

Grade Level	Possible Standardized Indicator
K-2	Aimsweb, DRAs, SRI (Gr 2)
3-4	Aimsweb, DRAs, SRI
5-6	SRI, Symphony Math
7-8	SRI, BRI
9-12	CAPT(Science), SRI, AP Exams, BRI

Non-Standardized Indicators:

Non-standardized indicators include, but are not limited to:

- Portfolios of student work rated against a rubric;
- Performances rated against a rubric (such as: music performance, dance performance);
- Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
- Curriculum-based assessments, including those constructed by a teacher or team of teachers;
- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: teacher developed tests, student written work, constructed project).

Shelton Public Schools SLO Development Rubric

Teacher: _____		Reviewer: _____	
SLO Title: _____		Date: _____	
Content area: _____		School: _____	
			SLO Development Rubric
Does not meet	Meets partially	Meets or exceeds	
SLO Focus Statement			
<i>What is the expectation for student improvement related to school improvement goals?</i>			
			SLO focus statement describes a broad goal for student learning and expected student improvement .
			Reflects high expectations for student improvement and aims for mastery of content or skill development.
			Is tied to the school improvement plan
Baseline – Trend Data			
<i>What supporting data was reviewed to determine student need as related to this SLO?</i>			
			Identifies source(s) of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
			Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (<i>including strengths and weaknesses</i>)
Student Population			
<i>What target group are you going to include in this objective? Why is this target group selected?</i>			
			Justifies why this class and/or targeted group was selected, as supported by data comparing the identified population of students to a broader context of students (i.e., other classes, previous year's students, etc.)
			Describes characteristics of student population with numeric specificity including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities...)
			Includes a large proportion of students including specific target groups where appropriate
Standards and Learning Content			
<i>What is the curricular alignment to this SLO?</i>			
			SLO is a goal for student learning that identifies big and core ideas, domains, knowledge, and/or skills students are expected to acquire for which baseline data indicate a need
			Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)
Interval of Instruction			
<i>What is the instructional time period for the SLO?(Quarterly, Trimester, Semester, Full-Year)</i>			
			Specifies start and stop dates which includes the majority of the course length
Assessments			
<i>How will you measure the outcome of your SLO?</i>			
			Identifies by specific name the pre-assessments, post-assessments, and/or performance measures
			Aligns most of the assessment items or rubric criteria to the learning content tightly
			Assessment or performance measure is designed to assess student learning objectively, without bias, and includes plans for standardized administration procedures
			Includes a majority of constructed-response items and higher order thinking skills
			Performance measures allow all students to demonstrate application of their knowledge/skills
			Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items
Indicators of Academic Growth and Development (IAGDs)/Growth Targets			
<i>What are the quantitative targets that will demonstrate achievement of the SLO?</i>			
			Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and meets or exceeds district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)
			Baseline and trend data support established targets.
			Growth targets are based on state test data where available.
Instructional Strategies			
<i>What strategies will be utilized to accomplish this SLO? How will you assess progress within the instructional time period? What support, if any, do you need to achieve this SLO?</i>			
			Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction
			States how formative assessments will be used to guide instruction
			Identifies professional learning/supports needed to achieve the SLO
			Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO
			Overall Rating for SLO

Teacher:	Date:	Grade:
School:	Content area:	

SLO Focus Statement
What is the expectation for student improvement related to school improvement goals?

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Baseline – Trend Data
What supporting data was reviewed to determine student need as related to this SLO?

--

Student Population
What target group are you going to include in this objective? Why is this target group selected?

--

Standards and Learning Content
What is the curricular alignment to this SLO?

--

Interval of Instruction

What is the instructional time period for the SLO? (Quarterly, Trimester, Semester, Full Year)

Assessments

How will you measure the outcome of your SLO?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets

What are the quantitative targets that will demonstrate achievement of the SLO?

Instructional Strategies

What strategies will be utilized to accomplish this SLO? How will you assess progress within the instructional time period? What support, if any, do you need to achieve this SLO?

Category 2- 40% Teacher Performance and Practice

Observation of teacher practice and performance

- **Observation Protocol**

- The observation model is standards-based and aligned to Kim Marshall's Teacher Evaluation Rubric.
- The observation model is aligned to the Connecticut Common Core of Teaching.
- **Minimum criteria:**
 - All teachers will be observed and provided feedback on a minimum of **10** mini-observations – additionally:
 - **Year 1 and 2 teachers** will also receive **2 - 3** formal in-class observations which will include a pre-conference and a post-conference.
 - Teachers who receive a performance rating of **below standard** or **developing** will also receive a number of formal observations appropriate to their individual plan including a pre-conference and a post-conference.
 - Mini-observations for teachers who receive a performance rating of **proficient** or **exemplary** may include non-classroom observations or *reviews of practice*. Examples of those practices are: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts, observations of PPT or strategy meetings, faculty meetings, parent nights, conferencing, and parent communication.
- All evaluators will be expected to provide timely written and verbal feedback for all observations.

- **Rubric**

- Observations will be rated using a rubric across **4** performance levels. Rubric is included.

- **Norming/Calibration**

- All evaluators will participate in orientation and on-going training prior to mid-October 2015.
- All evaluators will be trained in observation and evaluation and how to provide quality feedback.
 - This training will include:
 - Introduction and overview of evaluation model
 - Overview and reference to *Rethinking Teacher Supervision and Evaluation* by Kim Marshall
 - Viewing and discussion of various videos focusing on classroom instruction

- Training and use of *Infinite Campus* data management system for teacher observation data collection
 - Scoring calibration activities with peers
 - Evaluation discussions and calibration exercises during administrative meetings throughout the academic year
 - Evaluation update training and review will occur on a yearly basis of all evaluators
- All individual evaluators will be assessed for proficiency on an on-going basis. Those evaluators who do not demonstrate proficiency through the calibration exercises prior to November 5, 2015 will receive individualized re-training provided by and in collaboration with designated Central Office personnel.

Shelton Public Schools

Formal Pre-Observation Conference Form

Evaluatee:

Evaluator:

Scheduled Date of Observation:

Lesson Objectives: *What will the students know and be able to do as a result of the lesson?*

Outline any teaching strategies and/or learning activities that you have planned, any assessments/approaches you plan to use to monitor student learning and understanding, etc.

List below any teacher performance and practice goals you plan to focus on during this lesson. (reference Observation Rubrics 1-6)

Attach completed **Lesson Plan Template**.

Lesson Plan _____ Dates _____
 Time _____ Teacher(s) _____ Subject(s) _____

<p>Standard(s)</p>	<p>Prior knowledge/Connections</p>	
<p>Indicators/objectives</p>	<p>Vocabulary</p>	
<p>Assessment – Essential Question: _____ <i>-Informal</i> <i>-Formal</i> <i>-Formative</i> <i>-Summative</i></p>		
<p>Materials</p>	<p>Technology</p>	
<p>Instructional Strategies</p>	<p>Learning Procedures</p>	
<p>Grouping Strategies</p>	<p>Intervention</p>	<p>Enrichment</p>
<p>Reflection</p>		

Shelton Public Schools
Formal Observation Feedback

Evaluatee:

Evaluator:

Date of Observation:

After the observation or review of practice, the evaluator and teacher have the opportunity to discuss the evidence collected.

The evaluator will provide formative ratings for the relevant components in the rubric below and share this with the teacher.

The following ***Observation Rubrics*** were rated during this observation:

- Rubric 1: Planning and Preparation for Learning**
- Rubric 2: Classroom Management**
- Rubric 3: Delivery of Instruction**
- Rubric 4: Monitoring, Assessment, and Follow-up**
- Rubric 5: Family and Community Outreach**
- Rubric 6: Professional Responsibilities and Teacher Leadership**

Please attach ***Infinite Campus Observation Report***.

Other Comments:

Shelton Public Schools
Formal Observation Feedback

Evaluatee:

Evaluator:

Date of Observation:

After the observation or review of practice, the evaluator and teacher have the opportunity to discuss the evidence collected.

The evaluator will provide formative ratings for the relevant components in the rubric below and share this with the teacher.

The following ***Observation Rubrics*** were rated during this observation:

- Rubric 1: Planning and Preparation for Learning**
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- Rubric 5: Family and Community Outreach**
- Rubric 6: Professional Responsibilities and Teacher Leadership**

Please attach ***Infinite Campus Observation Report***.

Other Comments:

Observation Rubrics

A. Planning and Preparation for Learning

Teacher Name: _____

CCT	<i>Circle best descriptor</i>	4 Exemplary	3 Proficient	2 Developing	1 Below Standards
3a 3b	a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
2a 3a 3c	b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
2a 2b	c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
2c 3c	d. Assessments	Prepares diagnostic, on-the spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
1b 2b	e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
2a	f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
1b 2b	g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
2b 3b	h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
2a 2b 3b 3c	i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
1a 1c	J. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Average of Rating: _____ **Comments:**

Observation Rubrics

B. Classroom Management

Teacher Name: _____

CCT	Circle best descriptor	4 Exemplary	3 Proficient	2 Developing	1 Below Standard
1a	a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
1a	b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
1a	c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous .
1a	d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
1c	e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
1b	f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
1b	g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
1c	h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
1b	i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
1b	j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Average of Rating: _____ Comments: _____

Observation Rubrics

C. Delivery of Instruction

Teacher Name: _____

CCT	<i>Circle best descriptor</i>	4 Exemplary	3 Proficient	2 Developing	1 Below Standards
2a	a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
1b 2b 3c	b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
2a	c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
1a	d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
2b	e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
3a 3b	f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
2b 3a 3c	g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
2a 3b	h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
1a	i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
3a 3b 2b	j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Average of Rating: _____ Comments: _____

Observation Rubrics

D. Monitoring, Assessment, and Follow-Up Teacher Name: _____

CCT	<i>Circle best descriptor</i>	4 Exemplary	3 Proficient	2 Developing	1 Below Standards
1a 2c 3c	a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work	Tells students some of the qualities that their finished work should exhibit	Expects students to know (or figure out) what it takes to get good grades.
2c 3c	b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
3b 3c	c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
2a 2b 2c	d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
4c	e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
4b 4c	f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
3b	g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
2c 3c	h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
2c 4b	i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
4a 4b 4c	j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Average of Rating: _____ Comments

Observation Rubrics

E. Family and Community Outreach

Teacher Name: _____

CCT	Circle best descriptor	4 Exemplary	3 Proficient	2 Developing	1 Below Standards
4c	a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families. Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.
4c	b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them	Does not communicate to parents knowledge of individual children or concern about their future.
4c	c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
4c	d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
4c	e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
	f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
4c	g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
4c	h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
4c	i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
4c	j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Average of Rating: _____ Comments:

Observation Rubrics

F. Professional Responsibilities

Teacher Name: _____

CCT	<i>Circle best descriptor</i>	4 Exemplary	3 Proficient	2 Developing	1 Below Standards
	a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
	b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
	c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
4a 4b	d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
	e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
4b	f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and school wide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
4a 4b 4c	g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
4a	h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
4b 4c	i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversation lacks educational substance.
4b	j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Average of Rating: _____ **Comments:**

Shelton Public Schools

Category 3 - Parent Feedback (10%)

Parent feedback includes surveys.

- **General survey Protocol and Final Ratings System**

- The survey will be anonymous and will demonstrate fairness, reliability, validity, and usefulness.
- The parent survey will be the CSDE recommended state model survey and buildings have the option to add additional sample questions from attached approved question bank
- The school governance council - if applicable - will assist in the development of whole-school surveys to align with school improvement goals.
- Parent feedback will be captured, reviewed, and summarized.
 - Parent Survey will be distributed every year
 - Survey results will be analyzed by school leadership teams through collection tool in *Infinite Campus*
 - Trends will be analyzed from year to year
 - Analysis of results will be presented to faculty in order to develop school level goals in this category
 - Teachers will set one parent related goal in collaboration with evaluator
- Ratings will be based on one of two options determined at goal setting conference between evaluator and evaluatee
 - – a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or
 - – b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.
- Teachers may set a goal based on previously collected parent feedback or teachers can set a parent engagement goal that is not based on formal feedback
- The parent feedback rating will be across four performance levels.

See attached CSDE sample survey and approved question bank.

PARENT SURVEY, ALL GRADES	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.					
2. I feel welcome at this school.					
3. This school offers me many ways to be involved in my child's education.					
4. My child is challenged to meet high expectations at this school.					
5. I often communicate with my child's teacher(s), whether in person, by phone, by email, or in some other way.					
6. I know how my child is doing in school before I get my child's report card.					
7. I am satisfied with the response I get when I contact my child's school with questions or concerns.					
8. Bullying is a problem at my child's school.					
9. Parents feel comfortable talking to teachers at this school.					
10. The school environment supports learning.					
11. If my child has a problem, there is someone at school who can help.					
12. I talk with my child's teacher(s) about what I can do to help my child learn.					
13. My child's school is sensitive to issues regarding race, gender, sexual orientation and disabilities.					
14. This school provides students with helpful information about preparation for college or other career choices. [HIGH SCHOOL ONLY]					
15. My child's teacher(s) treat me with respect.					
16. My child is learning a lot in school this year.					
17. My child is safe at this school.					
18. The school facilities are clean and well-maintained.					
19. My child's school communicates well with me.					
20. If I have questions or concerns, I know whom to contact at this school.					
21. My child has access to extra academic help outside the classroom when he/she needs it.					

22. Did you attend Open House / Back to School Night this year?

- Yes No

23. In school, my child's grades are... *(Leave this question blank if it is not applicable.)*

Mostly <input type="checkbox"/> A's	Mostly <input type="checkbox"/> B's	Mostly <input type="checkbox"/> C's	Mostly <input type="checkbox"/> D's	Mostly <input type="checkbox"/> F's	I don't <input type="checkbox"/> know
--	--	--	--	--	--

24. What is your child's gender?

- Male Female

25. What is your child's race or ethnicity? (Pick only one answer, please)

- | | |
|--|--|
| <input type="checkbox"/> White | <input type="checkbox"/> American Indian or Alaska Native |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Two or More Races/Ethnicities |
| <input type="checkbox"/> Hispanic or Latino | |

26. What grade is your child in?

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Pre-K | | | |
| <input type="checkbox"/> K | <input type="checkbox"/> 4 th | <input type="checkbox"/> 8 th | <input type="checkbox"/> 12 th |
| <input type="checkbox"/> 1 st | <input type="checkbox"/> 5 th | <input type="checkbox"/> 9 th | <input type="checkbox"/> Other |
| <input type="checkbox"/> 2 nd | <input type="checkbox"/> 6 th | <input type="checkbox"/> 10 th | |
| <input type="checkbox"/> 3 rd | <input type="checkbox"/> 7 th | <input type="checkbox"/> 11 th | |

27. What is your gender?

- Male Female

Parent Survey Question Bank

1. Adults at this school challenge my child to do better.
2. Adults at this school treat students with respect.
3. Bullying is a problem at my child's school.
4. Classroom discipline at the school is consistent.
5. Classroom discipline at the school is fair.
6. Collaboration and feedback are valued at this school.
7. Did you attend Open House/Back to School Night this year?
8. Discipline is enforced fairly at my child's school
9. Do students bully other students?
10. Do students threaten other students at this school?
11. Drugs are a problem at this school.
12. Gangs are a problem at this school.
13. Good teaching is important at this school.
14. Homework is productive and supports learning in the classroom.
15. How many report card conferences have you attended?
16. How often do you communicate with your child's teacher(s), whether in person, by phone, or by email, or in some other way?
17. How often do you go to meetings at the school?
18. How often do you help out at your child's school?
19. How often have you been invited to a program, performance, or other event at your child's school?
20. How often have you received information about what your child is studying in school?
21. I am able to read/understand all aspects of my child's report card.
22. I am aware of my child's progress or problems before progress reports are sent home.
23. I am aware of the educational goals for my child.
24. I am satisfied with before-school and after-school programs and activities.
25. I am satisfied with my child's academic progress.
26. I am satisfied with the response I get when I contact my child's school with questions or concerns.
27. I am satisfied with the technology and other instructional resources available to my child.
28. I am satisfied with the textbooks and classroom materials available to my child.
29. I feel respected at this school.

30. I feel that the technology available in the classroom is adequate to support my child's learning needs.
31. I feel welcome in my child's school.
32. I feel well-informed about what is going on at the school.
33. I have high academic expectations for my child.
34. I have opportunities for involvement at the school.
35. I know how my child is doing in school before I get my child's report card.
36. I know what is going on at my child's school.
37. I regularly access [PowerSchool or another the student information system].
38. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.
39. I talk with my child's teacher(s) about what I can do to help my child learn.
40. I understand the school rules.
41. I would recommend this school to other families.
42. If I have questions or concerns, I know whom to contact.
43. If my child has a problem, there is someone at school who can help.
44. My child feels comfortable asking his or her teachers for help.
45. My child has a close relationship with at least one adult at the school.
46. My child has access to extra help outside the classroom when he/she needs it.
47. My child has been a victim of bullying at this school during this school year.
48. My child has sufficient time to complete his or her homework each night.
49. My child is challenged to meet high expectations at this school.
50. My child is learning a lot in school this year.
51. My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.
52. My child is safe at school.
53. My child likes to go to school.
54. My child receives extra help when needed.
55. My child understands the school rules.
56. My child's school is clean.
57. My child's school work and homework assignments are challenging.
58. My child's teacher(s) are sensitive to my child's individual learning style.
59. My child's teacher(s) communicate grades and class performance to my child in a timely fashion.
60. My child's teacher(s) communicate with me as frequently as needed.
61. My child's teacher(s) encourage my child to develop to his/her potential.
62. My child's teacher(s) expect my child to go to college.
63. My child's teacher(s) give helpful comments on homework, class work, and tests.
64. My child's teacher(s) have helped my child develop effective work habits.
65. My child's teacher(s) have helped my child learn how to manage his or her time.

66. My child's teacher(s) help me understand how I can best support my child's learning at home.
67. My child's teacher(s) manage the classroom effectively.
68. My child's teacher(s) motivate my child to learn.
69. Order and discipline are consistently maintained at this school.
70. Overall, I am satisfied with my child's education at this school.
71. Parents at this school treat teachers with respect.
72. Parents feel comfortable talking to teachers at this school.
73. Students at this school treat teachers with respect.
74. Students treat one another with respect.
75. Teachers are accessible when I have a concern.
76. Teachers communicate grades and performance to their students in a timely manner.
77. Teachers communicate with parents as frequently as needed.
78. Teachers or other adults address bullying issues immediately.
79. The academic class work is interesting to my child.
80. The amount of homework my child receives is appropriate for his or her grade level.
81. The school communicates well with me.
82. The school environment is caring and supportive.
83. The school environment supports learning.
84. The school facilities are clean and well-maintained.
85. The students treat parents with respect.
86. The teacher(s)/school contact me when they have concerns about my child.
87. The teacher(s)/school tells me about my child's academic progress, challenges and successes.
88. The teachers treat parents with respect.
89. There is a clear vision for how parents can be involved at this school.
90. There is at least one adult at the school that my child trusts and can go to for help with a school problem.
91. This school challenges my child.
92. This school does a good job of preparing my child for college.
93. This school does a good job of teaching my child math skills.
94. This school does a good job of teaching my child responsibility and accountability.
95. This school does a good job of teaching my child writing skills.
96. This school expects all students to go to college.
97. This school has high academic expectations for its students.
98. This school has improved my child's confidence.
99. This school helps students learn to resolve conflicts

100. This school is a safe place for my child.
101. This school is preparing my child for college or a career.
102. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.
103. This school makes it easy for me to attend meetings.
104. This school offers a wide variety of opportunities for parental involvement.
105. This school offers me many ways to be involved in my child's education.
106. This school offers projects, trips, and other hands-on learning opportunities that interest my child.
107. This school provides students with helpful information about preparation for [high school or college].
108. This school values parent feedback.

School Climate Survey Protocols

- **School Climate Timeline**
- **Three types of School Climate Surveys are available:**
 - Parent
 - Faculty/Staff
 - Student
 - Grades 3-4
 - PH
 - SIS
 - SHS
- **Survey Protocol**
 - The Baseline Climate Parent Survey will be loaded in Survey Monkey for use through an *Infinite Campus* School Climate E-Mail Blast. The Tech Department will handle building the Climate Survey in Survey Monkey. The baseline survey will have 21 questions assigned to it – an individual school may add additional questions to the survey if desired however maximum survey number of questions cannot exceed Twenty-Eight (28).
 - Additional survey questions may be selected from folders found in *District Forms*:
 - *Administrators Evaluation & Support*
 - *Admin Resources*
 - *Survey Info & Choices*
 - *Parent/Student/Teacher question folders*

School Climate Survey Timeline

Thursday, March 12, 2015

District Data Team – preliminary discussions regarding content, timeline, and rollout

Thursday, March 26, 2015 – Thursday, April 2, 2015

Individual school discussions and review

Monday, April 6, 2015

Suggested changes/revision completed to Lorraine Rossner

Monday, April 7, 2015 – Friday, April 3, 2015

Revisions and upload to Survey Monkey by Tech Center

Friday, May 1, 2015 – Friday, May 15, 2015

Surveys active for completion

Monday, May 18, 2015 – Friday, May 22, 2015

Survey results disseminated to schools for school climate committee/leadership team discussion and teacher evaluation

Shelton Public Schools

Category 4 - Whole-School Student Learning (5%)

Whole-school student learning indicators.

- Whole-School Learning Indicators
 - Ratings will be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.
 - Indicators will be based on School Performance Index (SPI) and/or other district indicators
 - The Whole-School Student Learning Indicator will be among 4 performance levels.

Shelton Public Schools

Mid-Year Check-in: Conference Notes

To be completed by the evaluator as a result of the Mid-Year Conference.

(1) Describe the teacher's progress to date for each goal/SLO.

(2) Summarize feedback and the support to be provided in order to assist in continued growth and overcoming any challenges related to the teacher's goals/SLOs.

(3) Summarize any modifications or revisions to teacher's goals/SLOs.

Other Comments:

*****Attach Mid-Year Self-Assessment**

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Shelton Public Schools

Mid-Year Check-in: Teacher Self-Assessment

Teacher Self-Assessment/Reflection

To be completed by teacher prior to the Mid-Year Conference with evaluator.

1) Describe your progress to date for each goal/SLO. Include all relevant data and instructional strategies.

2) If applicable, describe any challenges in achieving your goals/SLOs.

3) What modifications or revisions are necessary at this time.

Other Comments:

Summative Evaluation of Professional Performance

Professional Growth

Evaluatee

School/Assignment

Evaluator

School Year

I have read and discussed this report with the evaluator responsible for my evaluation. My signature does not, however, necessarily imply that I agree with the evaluator's comments.

Evaluatee's Signature

Date

Evaluator's Signature

Date

End-of-Year Evaluatee Self-Assessment

Student Growth Indicators

Student Growth and Development-SLO#1 and SLO #2 (45%)

- Describe the results of your SLOs and provide evidence for each indicator (IAGD).
- Explain why or why not your SLOs were met.
- Describe the instructional strategies you utilized to produce these results.

Criteria	1=Did Not Meet	2=Partially Met	3=Met	4=Exceeded
Attainment of Objective X the box that applies:				

Whole School Student Learning Indicators OR Student Feedback (5%)

- Describe what you did to help the school achieve its school learning objective (SLOs).
- Include evidence that supports your achievement of the schools learning objectives (SLOs).

Criteria	1=Did Not Meet	2=Partially Met	3=Met	4=Exceeded
Attainment of Objective X the box that applies:				

Parent Feedback (10%)

- Describe what you did to achieve your goal.
- Include evidence that supports your achievement of your goal.

Criteria	1=Did Not Meet	2=Partially Met	3=Met	4=Exceeded
Attainment of Objective X the box that applies:				

Teacher Practice and Performance (40%)

Practice and Performance Focus Area

- Describe the action steps you took to develop your Focus Area and your growth related to student achievement.

Teacher Reflection

- List the professional learning activities you participated in throughout the year and how were they helpful in your own professional growth.

- What professional learning and/or other type of support would help you to continue to make progress?

End-of-Year Evaluator Assessment

Student Growth Indicators (45%)

Student Growth and Development-SLO#1 and SLO #2

Indicate overall progress based on evaluatee's evidence of student growth.

Comments: (Optional)

Criteria	1=Did Not Meet	2=Partially Met	3=Met	4=Exceeded
Attainment of Objective X the box that applies:				

Whole School Learning Indicators (5%)

Indicate overall progress based on evaluatee's evidence of achievement of the school learning objective (SLOs).

Comments: (Optional)

Criteria	1=Did Not Meet	2=Partially Met	3=Met	4=Exceeded
Attainment of Objective X the box that applies:				

Parent Feedback (10%)

Indicate overall progress based on evaluatee's evidence of achievement of goal.

Comments: (Optional)

Criteria	1=Did Not Meet	2=Partially Met	3=Met	4=Exceeded
Attainment of Objective X the box that applies:				

Teacher Practice and Performance (40%)

Practice and Performance Focus Area

Domains	Rating	Multiply by	Final
Planning and Preparation for Learning		X2	
Classroom Management		X2	
Delivery of Instruction		X2	
Monitoring, Assessment, and Follow-up		X2	
Family and Community Outreach		X1	
Professional Responsibility		X1	

Subtotal (sum of domain scores)=

The Final Performance and Practice Rating equals the sum of Final Ratings divided by 10. Round total to the nearest whole number.

Enter Final Teacher Performance and Practice Rating(subtotal ÷ 10) =

Categories	Rating	Multiplier	Value	Total
A. 45% Student Growth & Development		A X .9 =		
B. 5% Whole School Indicator		B X .1 =		
			Outcome (v of A + v of B =)	
C. 40% Performance & Practice		C X .8 =		
D. 10% Parent Feedback		D X .2 =		
			Practice (v of C + v of D =)	

Always ROUND UP to the nearest whole number

P R A C T I C E					
O U T C O M E		4	3	2	1
	4	Exemplary	Exemplary	Proficient	Gather Further Information
	3	Exemplary	Proficient	Proficient	Developing
	2	Proficient	Proficient	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

FINAL SUMMATIVE RATING =

**Shelton Public School System's
Administrator Evaluation
& Support Plan**



2015-16

Shelton Public School System

Administrators Evaluation and Support Model

2015-2016

Proposed Timeline:

Process	Timeline	Completed by
Training for Administrators	August 2015	End of August 2015
Orientation for Administrators	August 2015	End of August 2015
Goal Setting Process	September –October 2015	November 1, 2015
Midyear Check-In	January-February 2016	February 14, 2016
End of Year Review and Conference	May 2016	May 30, 2016

Orientation:

Administrative staff will be provided with an orientation on the administrative evaluation process during professional development days prior to the start of the 2015-2016 school years. The orientation will include an overall review of the evaluation process, timelines, forms, specific information related to each of the four rated areas. Additional informational sessions will be planned based on feedback related to administrative needs.

Annual updates, training, and orientation will be provided to all certified administrators during professional learning activities.

Goal Setting Process:

The evaluator and evaluatee will meet to develop mutually agreed upon goals /objectives. This process will take place during the months of September and October with the process completed by November 1, 2015. During this conference, data and evidence will be used to determine appropriate student learning targets aligned to a rigorous school improvement plan.

Mid-Year Check-In

Prior to February 14, 2016, the evaluator and evaluatee will meet to review progress toward the specified goals/objectives. Data including designated indicators will be reviewed. Revisions to goals/objectives or strategies may be implemented by mutual agreement.

End of Year Summative Review and Conference

The evaluator and evaluatee will meet prior to May 30, 2016 to review the teacher self-assessment and evaluator's summative review. Supportive evidence will be shared to determine progress toward meeting goals/objectives. Evidence will include IAGDs and other data measures. The evaluatee will be rated based on established criteria for the four performance areas.

Evaluation-Based Professional Learning

Individual and group professional learning opportunities will be based on needs identified through the evaluation process. Professional development will be related to student learning outcomes, observations of professional practice, and/or results of stakeholder feedback. Evaluators and evaluatees will discuss specific needs during mid-year and final conferences, as well as in on-going conferences related to professional practice, school improvement, student outcomes and leadership standards. This information will be utilized to develop comprehensive, relevant learning opportunities based on administrative needs.

Career Development and Professional Growth

Administrators whose performance is Exemplary will be provided opportunities for continued career development and professional growth. These opportunities may include but will not be limited to:

- Observation of Peers
- Mentoring/ Coaching of Early Career Administrators
- Leading Professional Learning Communities
- Administrative Conference and Workshop Opportunities
- Differentiated Career Pathways
- Personalized Learning based on goals for continuous growth and development

Four-Level Matrix Rating System

The annual summative rating of the evaluatee will be aligned to one of these four performance designators: Exemplary, Proficient, Developing, and Below Standard.

Outcomes Rating-50%

Student Learning Goals -45%

The following scale will be used to assign a rating:

Exemplary-Substantially exceeded indicators of performance

Proficient-Met indicators of performance

Developing- Met some indicators of performance but not others

Below Standard- Made little or no progress toward indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators". Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Teacher Effectiveness-5%

The following scale will be used to assign a rating:

Exemplary-Substantially exceeded indicators of performance

Proficient-Met indicators of performance

Developing- Met some indicators of performance but not others

Below Standard- Made little or no progress toward indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators". Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Practice Rating-50%

Leadership Practice Rating-40%

The Domain Rubric for Summative Evaluation will be utilized for this category. See Category 2.

Stakeholder Feedback Rating-10%

The following scale will be used to assign a rating:

Exemplary-Substantially exceeded indicators of performance

Proficient-Met indicators of performance

Developing- Met some indicators of performance but not others

Below Standard- Made little or no progress toward indicators of performance

The term “performance” in the above shall mean “progress as defined by specified indicators”. Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Final Rating

Final Rating – The outcomes rating and practice rating will be combined into a final rating of:

		PRACTICE			
		4	3	2	1
O U T C O M E	4	Exemplary	Exemplary	Proficient	Gather Further Information
	3	Exemplary	Proficient	Proficient	Developing
	2	Proficient	Proficient	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

Definition of Effectiveness and Ineffectiveness

Utilizing the final summative ratings of the evaluation, the district will use the following guidelines:

Non-Tenured:

Non-tenured administrators shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings in the final summative rating, one of which must be earned in the last year prior to receiving administrator tenure.

A “below standard” or “developing” rating shall only be permitted in the first year of a non-tenured administrator’s career, assuming a pattern of growth of “proficient” ratings in subsequent years.

Superintendents shall offer a contract to any administrator he/she is deeming effective at the end of the tenure period. This shall be accomplished through the specific issuance of that effect.

Tenured:

A tenured administrator shall generally be deemed ineffective if said administrator receives at least two sequential “developing” ratings or one “below standard” rating in the final summative evaluation.

Dispute Resolution Process

A panel, composed of the Superintendent or his/her designee, the Shelton Administrative Council president, and a neutral third party, shall resolve disputes where the evaluator and evaluatee cannot agree on objectives, the evaluation period, feedback on the professional development plan, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent or his/her designee.

Individual Administrator Improvement and Remediation Plan

	Level I -Structured Assistance for a Developing Rating	Level II -Intensive Assistance for a Below Standard Rating
<u>Who</u>	Evaluatee who: <ul style="list-style-type: none"> • Has received a final performance rating of <i>developing</i> or <i>below standard</i> • Is experiencing on-going difficulty demonstrating competence as described in <i>Shelton’s Administrator Evaluation & Support Plan, Connecticut Leadership Standards, Connecticut Code of Professional Responsibility for Teachers</i> • Needs more structured support 	Evaluatee who: <ul style="list-style-type: none"> • Has been placed on <i>Structured Assistance for a Developing Rating Plan</i> and did not resolve stated issue or incident • Is experiencing serious difficulty • Needs intensive support to meet job expectations
<u>Purpose</u>	Continue to provide support and assistance to correct performance deficiencies	Provide intensive assistance to correct performance deficiencies
<u>Primary Features</u>	The evaluator: <ul style="list-style-type: none"> • Advises the evaluatee of the placement in the <i>Structured Assistance for a Developing Rating</i> • Describes areas of continued concern or difficulty related to one or more of the four performance categories outlined in <i>Shelton’s Administrators Evaluation & Support Plan: Student Growth & Development, Practice & Performance, Whole School Student Learning, and Parent Feedback</i> • Works collaboratively with evaluatee and SAC representative to develop an action plan and a timeframe in which the area(s) of concern must be corrected • Establishes how support will be provided • Schedules formal observations including a pre-conference, observation, and post-conference • Schedules a minimum of one additional formal observation to be completed by another administrator/supervisor • Advises evaluatee to discuss the situation with a Shelton Administrative Council (SAC) representative • Notifies the Superintendent of the evaluatee’s placement in the <i>Structured Assistance for a Developing Rating Plan</i> <p>The Superintendent will notify the SAC president of evaluatee’s placement in the <i>Structured Assistance for a Developing Rating Plan</i>.</p> <ul style="list-style-type: none"> • 	The evaluator: <ul style="list-style-type: none"> • Develops an action plan to address area(s) of deficiency and/or concern • Develops a timeframe for performance improvement • Establishes how support will continue to be provided • Schedules formal observations including a pre-conference, observation, and post-conference • Schedules a minimum of one additional formal observation to be completed by another administrator/supervisor <p>Continued involvement by the Shelton Administrative Council (SAC)</p>
<u>When</u>	Following receiving a summative rating of <i>developing</i> or <i>below standard</i> in one of four performance categories in <i>Shelton’s Teacher Evaluation Plan</i>	If evaluatee fails to correct the problems in the <i>Structured Assistance for a Developing Rating Plan</i> within the established timeframe
<u>Account-ability</u>	At the end of the specific timeframe stated in the <i>Action Plan</i> , the evaluator will review outcomes and decide if the evaluatee: <ul style="list-style-type: none"> • Returns to the <i>Professional Growth Phase -or-</i> • Enters the <i>Intensive Assistance Phase</i> 	At the end of the term specified in the timeframe, a summative evaluation is conducted. The evaluatee will: <ul style="list-style-type: none"> • Return to <i>Professional Growth Phase -or-</i> • Be terminated, if the expectations have not been met

Individual Administrator Improvement and Remediation Plan

The *Individual Administrator Improvement and Remediation Plan* is intended to assist the evaluatee who is having difficulty consistently demonstrating competence as described in *Shelton's Administrator Evaluation & Support Plan*, *Connecticut Leadership Standards*, or *Connecticut Code of Professional Responsibility for Teachers*.

The evaluatee assigned to the *Individual Administrator Improvement and Remediation Plan* will work collaboratively with his/her evaluator to develop and implement an individualized action plan designed to assist the evaluatee in resolving areas of concern. The *Individual Administrator Improvement and Remediation Plan* will include opportunities for the evaluatee to obtain assistance in meeting his/her individualized action plan.

The evaluatee will be advised by the evaluator as to his/her placement in the *Individual Administrator Improvement and Remediation Plan*. This phase is composed of two levels: *Structured Assistance for a Developing Rating* and *Intensive Assistance for a Below Standard Rating*.

Individual Administrator Improvement & Remediation Action Plan

- Structured Assistance for a Developing Rating – Level I**
- Intensive Assistance for a Below Standard Rating – Level II**

Check which applies

Evaluatee _____ School _____

Evaluator _____ Date _____

1. **Identification of performance deficiency** - Reference *Shelton's Administrators Evaluation & Support Plan, Connecticut State Leadership Standards, Connecticut Code of Professional Responsibility for Teachers.*
2. **Action Plan** – Include specific timeframe and support system.

Procedure	Timeframe	Supports
------------------	------------------	-----------------

3. Formal Observations

Evaluator: _____

Additional Administrator/Supervisor: _____

Observation I

Pre-Conference ___/___/___
Observation ___/___/___
Post Conference ___/___/___

Observation II

Pre-Conference ___/___/___
Observation ___/___/___
Post Conference ___/___/___

4. Evaluator's Comments

5. Evaluatee's Comments

6. Evaluator's Recommendation (Check One)

Level I

- Return to *Professional Growth Phase*
- Enter *Intensive Assistance for Below Standard Rating*

Level II

- Return to *Professional Growth Phase*
- Notify superintendent of failure to correct area(s) of concern or deficiency

Signatures indicate recommendation has been discussed.

Evaluatee _____ Evaluator _____

Mid-Year School Leader Conference Notes with Evaluator

2015 - 2016

Administrator _____ Date / /

Evaluator _____ Date / /

Progress on continuous improvement efforts (School/Department Improvement Plan):

Progress on Action Objectives:

Ongoing Timelines:

Next Steps /Progress Monitoring:

Administrator comments attached: ____ Yes ____ No

Administrator: _____ Date: _____

Evaluator: _____ Date: _____

Administrator's signature only indicates receipt of form, not agreement with contents.

Administrator Summative Evaluation of Professional Performance

Evaluatee

School/Assignment

Evaluator

School Year

Evaluation Phase:

- Induction Level**
 - Administrative staff who recently became employed by the Shelton Publics School System and have achieved tenure in another town
 - Administrative staff who recently became employed by the Shelton Public School System and have achieved tenure in another state

 - Professional Growth**
 - Experienced, tenured administrative staff who consistently meet indicators of performance.
 - Experienced, tenured administrative staff who consistently meet or exceed indicators of performance

 - Supervised Assistance Level I**
 - Administrative staff whose performance level is developing or below standard
 - Administrative staff who need more structured support

 - Supervised Assistance Level II**
 - Administrative staff whose performance level is below standard
 - Administrative staff who need intensive support to meet job expectations
-

Evaluator's Signature

Date

I have read and discussed this report with the evaluator responsible for my evaluation.

Evaluatee's Signature

Date

Evaluation Phase recommendation for the next school year is:

- Induction Level**
- Professional Growth**

- Supervised Assistance Level I**
- Supervised Assistance Level II**

50% Student Learning Outcomes

Overall school improvement plan must be aligned with overall student learning outcomes and teacher effectiveness

School Improvement Plan

Please insert your school improvement plan for the academic year(s) 2015 – 2016.

Goal Setting Plan

Directions: Goals will be collaboratively determined by the evaluator and the evaluatee. Your goals will reflect:

- **Student Learning Goals (45%) –**
 - Align to your school improvement plan
 - Include SPI progress and rating when available
 - Include locally determined indicators of student learning
 - Include graduation rate for high school
- **Teacher Effectiveness (5%) –**
 - Improve the percentage of teachers meeting SLOs or meet a target of a higher percentage of teachers meeting SLOs
- **Leadership Practice (40%) –**
 - Align to Common Core of Leading: Connecticut School Leadership Standards *(For Principals, the Teaching & Learning Standard must be weighted at least twice as much as any other standard)*
 - A minimum of two school site observations per each academic school year
 - In addition – new administrators and those rated developing or below standard will have a minimum of four school site observations
- **Stakeholder Feedback (10%) -**
 - Align to school improvement plan and Connecticut Leadership Standards
 - The survey will be anonymous and will demonstrate fairness, reliability, validity, and usefulness

Student Learning Goal(s) (45%):

Teacher Effectiveness Goal (5%):

Stakeholder Goal (10%):

Leadership Practice Goal (40%):

Action Plan

Define procedures and timeframe(s) that will be implemented to achieve stated goals.

Procedure	Anticipated Timeframe	Actual Timeframe

Indicators of Success

Evidence of student learning outcomes related to School Improvement Plan, program implementation, and/or achievement of action plan including: reports, school based data sources, and documentation of student/teacher performance.

Administrative Annual Summative Reflection

Evaluatee

School/Assignment

Evaluator

Date

Evaluatee's narrative reflection on progress toward goals should include goal topic feedback. *(Please consider the following in framing your response):*

Student Learning Goal(s): 45%

Teacher Effectiveness Goal: 5%

Stakeholder Goal: 10%

Leadership Practice Goal: 40% Refer to Standards below:

These indicators frame the sub categories for Standards for Educational Leaders and should be acknowledged within your reflection dialogue. The measures of success or failure extend beyond the school or department improvement plan and should be addressed in your narrative to provide a comprehensive overview for self-evaluation. You may include comments on academic progress, organizational strengths, professional growth, communication, and climate/community.

Vision Mission & Goals	Teaching & Learning	Organizational Systems & Safety
High Expectations for All	Strong Professional Culture	Welfare and Safety of Students, Faculty , & Staff
Shared Commitments to Implement the Vision, Mission, and Goals	Curriculum and Instruction	Operational Systems
Continuous Improvement toward the Vision, Mission, and Goals	Assessment & Accountability	Fiscal & Human Resources
Families & Stakeholders	Ethics & Integrity	Education System
Collaboration with Families & Community Members	Ethical & Legal Standards of the Profession	Professional Influence
Community Interests and Needs	Personal Values and Beliefs	The Educational Policy Environment
Community Resources	High Standards for Self & Others	Policy Engagement

Administrative Annual Summative Evaluation

Evaluee

School/Assignment

Evaluator

Date

Evaluator's comments on progress towards goals: *Please consider the following in framing your response:*

- *Administrator's strengths (may include comments on organizational strengths, professional growth, communication, climate/community, and evaluation)*
- *Impact of goals on student learning*
- *Strategies for continued growth and improvement related to data outcomes*
- *Evaluator's role in continued support, assistance, or adjustments in pursuing goals*
- *Recognition of leadership roles or activities, professional contributions, special assignments, etc.*

Student Learning Goal(s) (45%):

Comments Optional

4 - Exceeds Indicators of Performance

3 - Meets Indicators of Performance

2 - Meets Some Indicators of Performance

1 - Not Meeting Indicators of Performance

Student Learning Rubric Score

Teacher Effectiveness Goal (5%):

Comments Optional

- 4** - Exceeds Indicators of Performance **3** - Meets Indicators of Performance
2 - Meets Some Indicators of Performance **1** - Not Meeting Indicators of Performance

Teacher Effectiveness Rubric Score

Stakeholder Goal (10%):

Comments Optional

- 4** - Exceeds Indicators of Performance **3** - Meets Indicators of Performance
2 - Meets Some Indicators of Performance **1** - Not Meeting Indicators of Performance

Stakeholder Goal Rubric Score

Leadership Practice Goal (40%):

Comments Optional

- 4** - Exceeds Indicators of Performance **3** - Meets Indicators of Performance
2 - Meets Some Indicators of Performance **1** - Not Meeting Indicators of Performance

Leadership Practice Rubric Score

Now move to Administrator's Leadership Practice Page to Calculate and Review Ratings.

Evaluator's Signature: _____ Date: _____

Certified Staff Member's Acknowledgement:

I acknowledge that the information contained in the Annual Evaluation Report was discussed and reviewed with me by my evaluator. My signature does not, however, necessarily imply that I agree with the evaluator's comments. I have been encouraged by my evaluator to put my comments, if any, in writing.

Staff Member Signature: _____ Date: _____

Administrator's Leadership Practice

Administrator's Leadership Practice

Performance Expectations	Rating	Principal Multiply x	Final	All Other Multiply x	Final
Vision, Mission & Goals		2	0	1	0
Teaching & Learning		4	0	1	0
Organizational Systems & Safety		1	0	1	0
Families & Stakeholders		1	0	1	0
Ethics & Integrity		1	0	1	0
Educational Systems		1	0	1	0
Subtotal (sum of domain scores)=			0		0

For Principals the Final Leadership and Practice Rating equals the sum of Final Ratings divided by 10. Round total to the nearest whole number. For all others divide by 6.

Enter Final Teacher Performance and Practice Rating(subtotal ÷ 10)= **0**

Categories	Rating	Multiply x	Value	Total
A. Student Learning (45%)		0.9	0	
B. Teacher Effectiveness (5%)		0.1	0	
				Outcome = 0
C. Leadership Practice (40%)		0.8	0	
D. Stakeholder Goal (10%)		0.2	0	
				Practice = 0

Always ROUND UP to the nearest whole number

OUTCOME	PRACTICE			
	4	3	2	1
4	Exemplary	Exemplary	Proficient	Gather Further Information
3	Exemplary	Proficient	Proficient	Developing
2	Proficient	Proficient	Developing	Developing
1	Gather Further Information	Developing	Developing	Below Standard

FINAL SUMMATIVE RATING =

**Professional Growth Phase Summative Evaluation Collaborative
Comments (optional)**

Staff Member Comments: (optional)

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Common Core of Leading:
Connecticut School Leadership Standards

***Performance Expectations, Elements and Indicators**

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

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

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

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

PERFORMANCE EXPECTATION 6: The Education System

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

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: High Expectations for All

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

Indicators: *A leader...*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

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

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

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

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

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

Indicators: *A leader...*

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

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

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Strong Professional Culture

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

Indicators: *A leader...*

1. Develops shared understanding and commitment to close achievement gaps⁴ so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty⁵ teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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

⁵ **faculty**: certified school faculty.

Element B: Curriculum and Instruction

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

Indicators: *A leader...*

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

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

Element C: Assessment and Accountability

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

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information⁷ to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Indicators: *A leader...*

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

Element B: Operational Systems

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

Indicators: *A leader...*

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

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and other stakeholders.

Indicators: *A leader...*

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

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Indicators: *A leader...*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity⁸ of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

Element C: Community Resources

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice⁹ for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

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

Element B: Personal Values and Beliefs

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

Indicators: *A leader...*

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

Element C: High Standards for Self and Others

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

Indicators: *A leader...*

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

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

Indicators: *A leader...*

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

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

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

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

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

(c) Responsibility to the profession

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

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

(d) Responsibility to the community

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

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

(e) Responsibility to the Student's Family

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

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