Darien Public Schools
Teacher Evaluation and Professional Learning Plan 2015-2016

Board of Education 2015-16

Elizabeth A. Hagerty-Ross, Chairperson
Michael A. Harman, Vice Chairperson
Sarah S. Zuro, Secretary

Members
Kathrine G. Stein
David B. Martens
Christa S. McNamara
Callie A. Sullivan
David P. Dineen
Michael J. Burke

Administration 2015-16

Lynne B. Pierson, Ed.D., Interim Superintendent of Schools
Michael T. Cicchetti, Ed.D., Interim Director of Human Resources
Marc Marin, District Director of Instructional Technology

Darien Teacher Evaluation and Professional Development Committee 2015-16

Paula Bleakley, Principal, Holmes Elementary School
Deborah Boccanfuso, Ed.D., Principal, Middlesex Middle School
Dorine Bosler, Art Teacher, Darien High School
Christopher Buckley, Social Studies Teacher, Darien High School
Joslyn Delancey, Teacher Grade 5, Tokeneke Elementary School
Richard Fisco, Special Education Teacher, Darien High School & DEA President
Kathleen Gale, Teacher Grade 5, Hindley Elementary School
Jacob Greenwood,Ed.D., Assistant Principal, Darien High School
Daniel Kensek, Math Teacher, Middlesex Middle School
Jenna Masone, Assistant Principal, Hindley Elementary School
Anthony Pavia, Guidance, Middlesex Middle School
Sewell Pruchnik, Librarian, Middlesex Middle School
Anthony Silvey, Social Studies Teacher, Middlesex Middle School
Luke Forshaw,Ed.D., Principal, Ox Ridge Elementary School
Megan Biddle, Library Media Specialist, Darien High School
Kimberly Paladino, Teacher Grade 1, Holmes Elementary School
Ryan Betts, Teacher Grade 4, Royle Elementary School
Adam Hamor, Teacher World Language, Tokeneke Elementary School
Jeanne Turschmann, Teacher Grade 4, Hindley Elementary School
Jennifer Fischer, Teacher Grade 1, Ox Ridge Elementary School

TEACHER EVALUATION INTRODUCTION

The **Darien Teacher Evaluation and Professional Learning Plan** was designed to achieve the following objectives:

- Improve student learning as a shared goal;
- Define a framework of professional skills, knowledge and competencies for all teachers;
- Increase opportunities for teachers' collaboration, self-reflection and personal growth related to individual and district objectives;
- Differentiate supervision for teachers requiring additional support and guidance;
- Provide effective programs of professional development to support high quality instruction and target professional growth opportunities for both new and experienced teachers.

Overview of Teacher Evaluation and Professional Learning Plan

The teacher evaluation and professional learning plan combines two essential aspects of successful teaching: the identification and use of effective means and methods which result in student achievement and the ongoing examination and improvement of those means and methods. The plan was designed to:

- Link student achievement to professional staff members' instructional goals;
- Set clear expectations for teacher performance;
- Operate within a well-articulated supervisory structure;
- Validate and recognize the contributions and accomplishments of the professional staff;
- Develop the non-tenured teacher and stimulate the experienced teacher;
- Serve as a basis for tenure recommendation and continued employment;
- Affirm the importance of professional growth;
- Define a sequential program of staff development which supports high quality instruction.

The Darien Teacher Evaluation and Professional Learning Committee will review this plan annually. It is the intention of the committee that educators in the Darien Public Schools use the plan, evaluate its effectiveness, and suggest modifications for the future. Inquiries about the plan may be directed to the Assistant Superintendent for Curriculum and Instruction, K-12.

Revised State Guidelines for Professional Evaluation and Support

The State Department of Education provides guidelines for a teacher and administrator evaluation and support programs, known as: Connecticut's *Guidelines for Educator Evaluation.* The guidelines are based upon the following publications: The guidelines were developed in consultation with the Performance Evaluation Advisory Council (PEAC) in response to P.A. 12-116 to replace the Connecticut Core Requirements for Teacher Evaluation and Professional Development adopted by the State Board of Education in May 1999. (See p. 6 of the Guidelines).

1. *Connecticut Core Standards* that establish high expectations for student learning in Connecticut;

2. *Connecticut's Common Core of Teaching* (Revised May 2014) which defines effective teaching practice;

3. *Common Core of Leading: Connecticut's Leadership Standards* which reflect national leadership standards;

4. National Pupil Personnel Standards documents which establish a critical link among effective teaching, professional learning and increased student achievement.

Much of the language in this document is drawn from Connecticut's System for Educator Evaluation and Development (SEED). SEED is the state's model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by the *Performance Evaluation Advisory Council* (PEAC) in June of 2012.

Core Design Principles

The following principles guide the Darien Teacher Evaluation and Professional Learning Plan:

● *Consider multiple, standards-based measures of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%). These categories are grounded in research-based, national standards: the Connecticut Core State Standards; the Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; and locally-developed curriculum standards.

● *Foster dialogue about student learning*

This model fosters and encourages professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

● *Encourage aligned professional development, coaching and feedback to support teacher growth*

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

● *Emphasize growth over time*

The evaluation of an educator's performance should consider their improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the Darien Teacher Evaluation & Professional Learning Committee encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement overtime.

● *Promote both professional judgment and consistency*

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools

TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of 4 domains and 12 indicators of practice. There are two categories:

   (a) **Observation of Teacher Performance and Practice (40%)** as defined in the *Common Core of Teaching Rubric 2014*

   (b) **Parent Feedback (10%)** on school or district goals through surveys and other data sources

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

   (a) **Student Growth and Development (45%)** as determined by the teacher's student learning objectives (SLOs)

   (b) **Whole-School Student Learning Indicator (5%)** as determined by aggregate student learning indicators

Scores from each of the four categories will be combined to produce a summative performance rating of Exceeds Expectations, Meets Expectations, Needs Improvement or Unsatisfactory. The performance levels are defined as:

> **Exceeds Expectations** – Substantially exceeding indicators of performance
>
> **Meets Expectations** – Meeting indicators of performance
>
> **Needs Improvement** – Meeting some indicators of performance but not others
>
> **Unsatisfactory** – Not meeting indicators of performance

The term "performance" means progress as defined by specific indicators.

Process and Timeline

The annual evaluation process between a teacher and an evaluator is anchored by three performance conversations at the beginning, middle, and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to individual teacher on their performance, set development goals, and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.
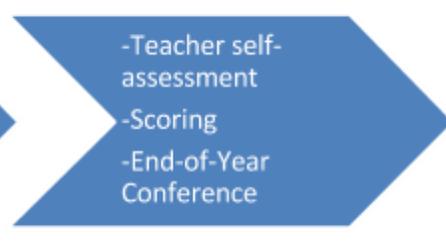
Goal Setting & Planning	Mid-Year Conference	End-Of-Year Review
-Orientation -Teacher Reflection -Goal-setting conference	-Review goals & performance -Mid-year conference	-Teacher self-assessment -Scoring -End-of-Year Conference
By November 15	**January/February**	**By June 1***

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers to discuss the evaluation process and their roles and responsibilities within it. They will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the *Common Core of Teaching Rubric 2014* to draft performance and practice goal(s), and student learning objectives (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. Parent goals and Whole School Learning goals will be established by each school.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about their practice and the evaluator collects evidence about the teacher's practice to support the review.

Mid-Year Check-In:

Timeframe: **January and February**

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

2. *Mid-Year Conference* - The evaluator and teacher must complete at least one mid-year conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and support the evaluator can provide to promote teacher growth in his/her development areas. The teacher will write a brief reflection in the district's online data collection system. The teacher has the option to provide documentation, including student performance data. The reflection and information will assist the evaluator in determining whether the teacher is on target for approved goals. To complete this process, the administrator will document progress on goals in the district's online data collection system.

End-of-Year Summative Review:

Timeframe: **April** and **May**; must be completed by **June 1*.** *(*The TEPL committee may recommend an extension of the June 1 deadline should an excessive number of school closings occur during the school year)*

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

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

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before June 1.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will receive comprehensive training and support from the district to ensure that they are proficient in conducting teacher evaluations as designed by the district. The training will occur each year during administrator orientation and evaluators will be tested to assure proficiency.

The training plan will consist of the following:

- Each year, before school begins, trained district leaders will provide updated training of all district administrators on the Darien Teacher Evaluation & Professional Learning Plan 2015-2016.
- New administrators and any administrators who are identified as in need of improvement in their evaluation process will receive full training.
- Training will include a review of the full teacher evaluation process, close examination of rubric language, practice in data collection and alignment of data to rubric indicators, and calibration of alignment of data and indicators across administrators.
- During the year, administrators will observe and rate the same lesson then compare their results to assure that the calibration maintains. Administrators will ask for volunteers to participate in the calibration process. However, only tenured staff members, and non-tenured teachers who have completed TEAM, may be selected to support calibration efforts.

Support and Development

When effective, relevant and timely support is paired with evaluation, the evaluation process has the potential to help move teachers toward exemplary practice.

Evaluation-Informed Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Darien model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator that serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified on an on-going basis through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities. In May 2015, the state Board of Education adopted Professional Learning Standards that will guide professional learning across the Darien Public Schools in the 2015-2016 school year.

Improvement and Remediation Plans

If a teacher's performance is rated as *Needs Improvement* or *Unsatisfactory*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan shall be developed in consultation with the teacher who may seek the support of a bargaining representative**.** Improvement and remediation plans will:

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

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

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

TEACHER PRACTICE RELATED INDICATORS

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

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

These categories will be described in detail below.

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

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

Teacher Performance and Practice Goal Setting

During the goal setting period in the fall, performance and practice goal/s will be set for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. Performance and practice goals are similar to the student learning goals teachers have been writing in recent years. Focus area goals are not "rated" within the 40% but create an opportunity for specific feedback on an area(s) of practice flagged by the teacher or administrator.

Teacher Practice Rubric

For the evaluation of Teacher Practice, Darien has adopted the *Connecticut Common Core of Teaching (CCT) Rubric (2014) for Effective Teaching.*

The CCT Rubric for Effective Teaching 2014 is aligned with the Connecticut Core of Teaching and includes references to Connecticut Core Standards and other content standards. The CCT Rubric for Effective Teaching 2014 is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Observation Process

Research has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations do not have to span an entire lesson to be valid. Partial period observations can provide valuable information and evaluators may choose to use a shorter evaluation option. Timely feedback is the most useful support for teacher growth and development. All evaluations must be followed by timely feedback to the teacher.

In the Darien teacher evaluation and support model, each teacher should be observed between 2 and 4 times per year through both formal and informal observations as defined below:

- **Formal**: Scheduled observations or reviews of practice that last at least 30 minutes and include both pre- and post-observation conferences. Feedback should be written and verbal.
- **Informal**: Non-scheduled observations or reviews of practice that last at least 15 minutes and are followed by written and verbal feedback.

All observations should be followed by feedback, both verbal and written. Every effort will be made to provide verbal feedback within two (2) school days and both types of feedback no later than ten (10) school days from the date of observation.

Administrators may provide feedback on any of the indicators following an observation, with the understanding that such feedback is supported by evidence collected during the observation process (i.e. pre-conference, classroom observation, post conference). Over the course of the year, evidence and feedback should be provided for all indicators.

In order to capture an authentic view of practice it is recommended that the majority of observations be unannounced.

Number of Observations

Teacher Category	Number of Observations
First and Second Year Novice Teachers	A minimum of 3 formal in-class observations; *(Two of which must include a pre-conference and all must include a post-conference.)* 1 Review of Practice
Unsatisfactory and Needs Improvement	A minimum of 3 formal in-class observations; *(Two of which must include a pre-conference and all must include a post-conference.)* 1 Review of Practice
Meets Expectations and Exceeds Expectations	A minimum of 1 formal observation, with pre- and post-conferences **OR** *Pilot- voluntary option to be developed* (e.g. minimum of three informal observations) **AND** 1 Review of Practice

*Other informal observations or reviews of practice may be added.

Pre-conferences and Post-conferences
Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, when appropriate.

Post-conferences provide a forum for reflecting on the observation associated with the *Common Core of Teaching 2014* rubric and for generating action steps that will lead to the improvement of teacher practice. An effective post-conference:

● Begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;

- Cites objective evidence for both the teacher and evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- Includes questions that promote reflection and deep thinking about their practice, and willingness to change practice
- Involves written and verbal feedback from the evaluator; and
- Occurs as soon as possible after the observation.

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, or professional learning community meetings. Evidence collected during a review of practice generally applies to Domains 1 and 4 of the CCT Rubric for Effective Teaching 2014.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive, constructive, and instructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of *the Common Core of Teaching 2014 Rubric*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve their practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

Teachers will develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year. Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards Meets Expectations or Exceeds Expectations on the *CCT Rubric for Effective Teaching 2014*.

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the CCT rubric components that were observed.

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual and not judgmental. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a determination about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the *CCT Rubric for Effective Teaching 2014* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process.

The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1) Evaluator holistically reviews evidence collected through observations and interactions, and reviews of practice and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0
3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

1. By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Generally, evaluations are analyzed for consistency, trends, and significance of the evidence to determine the rating for each of the 12 indicators.

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

Domain 1	Indicator-Level Rating	Evaluator's Score
1a	*Needs Improvement*	2
1b	*Needs Improvement*	2
1c	*Exceeds Expectations*	4
	Average Score =	**2.7**

2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Domain Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages domain-level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score =	**2.8**

The summative Teacher Performance and Practice category rating and the domain/indicator-level ratings will be shared and discussed with teachers during the End-of-Year Conference (see related section p.23- Adjustment of Summative Rating). This process can also be used as part of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from Parents is used to help determine the remaining 10% of the Teacher Practice Indicators. The Parent Feedback component will address the school-based area of focus identified by school administrators. Feedback from parent focus groups, together with the results of a biennial survey of parents, will be the basis for the school's Parent Feedback focus for each school year. Administrators will consider data from both the survey and focus groups as it becomes available to inform the administrator's development of the Parent Feedback component for the school. The Parent Feedback goal for each teacher will be mutually agreed upon by that teacher and his/her evaluator.

The focus for each building will be determined in response to the needs of the particular school. Teachers will then work in groups or as individuals and in collaboration with their evaluator to determine the actions they will take in order to demonstrate growth and contribution toward the Parent Feedback goal. This will be included on the teacher's Professional Growth Plan no later than November15th of each school year.

A teacher's final rating will be based on the administrator's assessment of the success and/or effort of the teacher in implementing measures that will contribute to the positive feedback received from both parents and peers as it relates to the Parent Feedback goal. The teacher should enter into the district's data management system no more than five pieces of evidence that demonstrate his or her effort in implementing those measures.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which individual teachers successfully reach their parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and measured using of the following scale:

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
Did not meet goal	Partially met the goal	Met the goal	Exceeded the goal

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators portion of the Darien Teacher Evaluation and Professional Development Plan captures the teacher's impact on students.

Student Related Indicators includes two categories:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning Indicator, which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

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

SLOs are carefully planned, long-term academic objectives. SLOs reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the Darien plan asks teachers to set more specific and measureable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject.

The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below.

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of

need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review
A teacher may use but is not limited to the following data in developing an SLO:
    a. Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
    b. Student scores on previous state standardized assessments
    c. Results from other standardized and nonstandardized assessments
    d. Report cards from previous years
    e. Results from diagnostic assessments
    f. Artifacts from previous learning
    g. Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
    h. Conferences with students' families
    i. Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
    j. Data related to English Language Learner (ELL) students and gifted students
    k. Attendance records
    l. Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set Two SLOs New: Set One SLO

Based on a review of district and building data, teachers will develop one SLO that addresses identified needs.

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

Step 1: Decide on the SLOs
SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, a SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
Each teacher will CREATE one SLO with at least two indicators of academic growth and development (IAGD's). One half (22.5%) of the IAGD's used as evidence of whether the goal/objectives are met shall not be determined by a single isolated test score, but shall be determined through the comparison of data across assessments and administered over time. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades

As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is 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., national or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success).

Each indicator should make clear:
1. What evidence/measure of progress will be examined;
2. What level of performance is targeted; and
3. What proportion of students is projected to achieve the targeted performance level.

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	Student Learning Objective	Indicators of Academic Growth and Development
Grade 6 Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences	By May 15: ● Students who scored 0-1 on the pre-assessment will score 6 or better ● Students who scored 2-4 will score 8 or better ● Students who scored 5-6 will score 9 or better ● Students who scored 7 will score 10 or better
Grade 11 Algebra 2	Students will be able to analyze complex, real world scenarios	By May 15: 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark

	using mathematical models to interpret and solve problems	
Grade 9 **ELA**	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	By May 15: 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test 40 students who score 30-49 will increase by 15 points 10 students who scored 0-29 will increase by 10 points
Grade 1 & 2 *Tier 3 Reading*	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	By May 15: IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA. Grade 1-Expected outcome-Level 14-16. Grade 2-Expected outcome-Level 22-24.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:
- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Review
SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:
- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

PHASE 3 - Monitor Student Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and

struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment).

PHASE 4 - Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to data management software system, and submit it to their evaluator.

Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each IAGD.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that learning going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded Expectations (4 points), Meets Expectations (3 points), Needs Improvement (2 points), or Unsatisfactory (1 point). These ratings are defined as follows:

Exceeds Expectations (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Meets Expectations (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Needs Improvement (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Unsatisfactory (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

.

When state assessment data becomes available, the evaluator should review and/or rescore the SLO if the new score changes the teacher's final rating. The evaluation rating can be amended at that time as needed, but no later than **September 15**.

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

Darien will use a Whole-School Student Learning Indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at each school.

In the Administrator Evaluation Plan, student learning is assessed in equal weights by: (a) performance and progress on the academic learning measures in the state's accountability systems (SPI) for schools and (b)

performance and growth on locally-determined measures. Principals at each school will establish three student learning objectives (SLOs) on measures they select that are related to district and school improvement priorities. The resulting rating for the SPI* and local SLO aggregate will be used as the whole-school learning indicator for each teacher in that school.

In absence of a School Performance Index (SPI), the whole school student learning indicator will be determined by the rating of the Administrators' Student Learning Indicators alone (45%)

Summative Teacher Evaluation Scoring
Summative Scoring
The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.
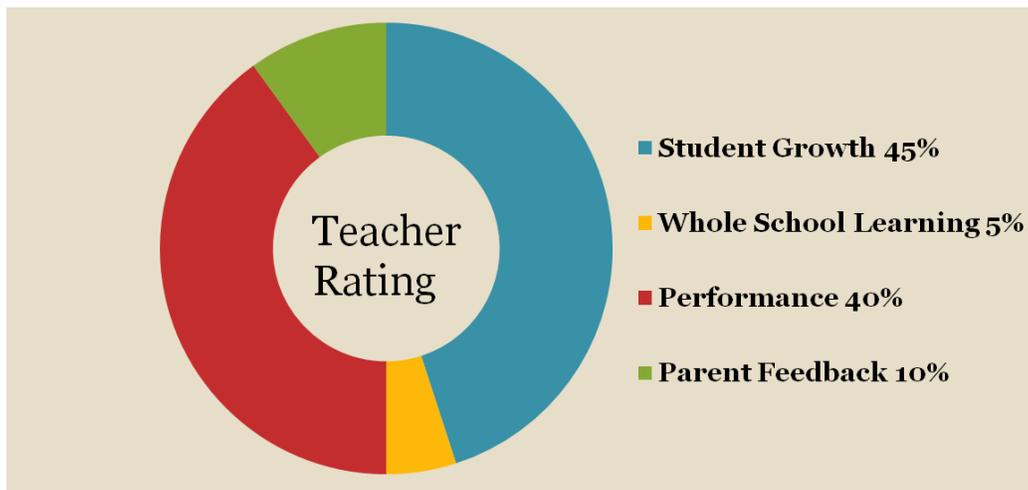
Every educator will receive one of four performance ratings:

Exceeds Expectations – Substantially exceeding indicators of performance

Meets Expectations – Meeting indicators of performance

Needs Improvement – Meeting some indicators of performance but not others

Unsatisfactory – Not meeting indicators of performance

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary.The points are then translated to a rating using the rating table below (see sample rating below).

SAMPLE

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**142 (L. 3)**

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating	Level
50-80	Unsatisfactory	1
81-126	Needs Improvement	2
127-174	Meets Expectations	3
175-200	Exceeds Expectations	4

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator. The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below (see sample rating below).

SAMPLE

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

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating	Level
50-80	Unsatisfactory	1
81-126	Needs Improvement	2
127-174	Meets Expectations	3
175-200	Exceeds Expectations	4

Use the Summative Matrix to determine Summative Rating

Using the ratings determined for each major category; Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. If the two major categories are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice-Related Indicators Rating			
		4	**3**	**2**	**1**
Student Outcomes Related Indicators Rating	**4**	**Rate Exceeds Expectations**	**Rate Exceeds Expectations**	**Rate Meets Expectations**	*Gather further Information*
	3	**Rate Exceeds Expectations**	**Rate Meets Expectations**	**Rate Meets Expectations**	**Rate Needs Improvement**
	2	**Rate Meets Expectations**	**Rate Meets Expectations**	**Rate Needs Improvement**	**Rate Needs Improvement**

	1	*Gather Further Information*	Rate Needs Improvement	Rate Needs Improvement	Rate Unsatisfactory

Adjustment of Summative Rating

Summative ratings must be completed for all teachers by **June 1** of a given school year.

If state standardized test data is not available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than **September 15.** These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *Meets Expectations* ratings, one of which must be earned in the fourth year of a novice teacher's career. An *Unsatisfactory* rating might be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *Needs Improvement* in year two and two sequential *Meets Expectations* ratings in years three and four. Superintendents may offer a contract to any educator they deem effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *Needs Improvement* ratings or one *Unsatisfactory* rating at any time.

Dispute-Resolution Process

If a teacher disagrees with the primary or secondary evaluator's assessment, feedback, or adherence to the process, the teacher and evaluator are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust an observation report or evaluation, but is not obligated to do so, as the assessment of performance is solely within the purview of the evaluator. The teacher has the right to attach a statement to the observation report or evaluation, identifying the areas of concern and presenting a different perspective.

Claims of failure to follow the established procedures of the evaluation plan may be grieved pursuant to Section 10-151B (a) of Connecticut education law. The superintendent or designee along with a bargaining unit representative will be included in any meetings conducted about the issue in dispute. If the process has been violated, the observation/evaluation in question will be declared void and, if necessary, the evaluation period for the teacher will be extended to allow sufficient time to complete the required documentation and to ensure that the teacher receives full procedural rights.

A panel composed of the Assistant Superintendent for Curriculum & Instruction, K-12, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating. The neutral third person will be mutually agreed upon by the assistant superintendent and teacher union president on

a case by case basis. Resolutions must be topic-specific and timely. Should the process not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent of Schools.

APPENDIX A

PROFESSIONAL INTERVENTION PROCESS

The Intervention Process appears below and provide guidance for teachers and administrators in the event a teacher needs support.

Intervention Process

It may happen that a primary evaluator determines, through the established Teacher Evaluation process, that a teacher's actions or performance is less than adequate in one or more areas, and additional support and supervision is necessary. The process of providing this additional support and supervision is through the Professional Intervention Process.

It may also happen that the teacher displays an egregious lapse in judgment which could lead to a recommendation for termination pursuant to CGS 10-151, without the Intervention Process.

Corrective Assistance

Concerns about a teacher's performance will be addressed through this process. Classroom or other observations and/or records must identify the area(s) of concern or deficiency. The primary evaluator will:

- schedule a conference with the teacher for the purpose of discussing performance concerns and notify the teacher in advance of the purpose of the conference;
- clearly identify the area(s) of concern or deficiency, referenced to specific data collected and review the performance expected;
- offer specific suggestions and resources to assist the teacher in meeting expectations;
- establish a time frame and a plan for monitoring the teacher's performance during the duration of the Corrective Assistance Plan;
- offer improvement strategies cooperatively with the teacher in the plan;
- indicate that failure to comply within a reasonable period may result in the recommendation of nonrenewal of the teacher's contract for the following year;
- depending on the time of year, consider the option of extending the evaluation period beyond June 1 and/or into the next school year, but a plan must be in place minimally for four (4) weeks of school days;
- within 3 days of the conference, prepare a duplicate summary of the minutes, maintaining a copy in the primary evaluator's office and providing the teacher with the other copy;
- monitor the teacher's performance;
- schedule follow-up meetings to review the teacher's progress in meeting the expectations specified in the plan.

The teacher will:

- respond promptly to the request of the primary evaluator for a meeting to discuss performance concerns;
- invite bargaining unit representation to the conference, if s/he desires;
- plan improvement strategies and time frame cooperatively with the primary evaluator;
- schedule classroom observations or other opportunities for the primary evaluator to observe the teacher's progress in meeting expectations.

If the area of concern is rectified within the established time frame, the Corrective Assistance plan will not be placed on file in the Central Office, but will remain in the teacher's building and/or department file.

Intensive Assistance

A teacher who does not correct the area(s) of concern or deficiency within a reasonable period, or who is found not to meet the standards expected by Darien Public Schools, may be placed on Intensive Assistance. Intensive Assistance is a formal plan of intervention which is used to respond to unresolved or serious concerns about a teacher's performance. The primary evaluator will:

- schedule a meeting with the teacher for the purpose of discussing unresolved or serious performance concerns and notify the teacher in advance of the purpose of the meeting;
- clearly identify the area(s) of concern or deficiency, referenced to specific data collected, and review the teaching competencies expected;
- outline and offer specific suggestions to assist the teacher in meeting expectations, establish a time frame and a specific plan for monitoring the teacher's performance during the duration of the Intensive Assistance Plan;
- indicate that failure to comply within a reasonable period could result in a recommendation to the superintendent of schools for termination of the teacher's employment contract with the Darien Public Schools;
- depending on the time of year, consider the option of extending the evaluation period beyond June 15 and/or into the next school year;
- within 3 days of the conference, prepare, in triplicate, a summary of the meeting, maintaining a copy in the primary evaluator's office, filing a copy in the teacher's personnel file in Central Office and providing the teacher with the other copy;
- monitor the teacher's performance as specified;
- schedule follow-up meetings to review the teacher's progress in meeting the expectations specified in the plan and assess the effectiveness of the Intensive Assistance Plan;
- at the end of the designated time frame, prepare a formal written assessment which includes:
    - a record of the assistance provided;
    - a record of the observations, conferences or other data which document monitoring of performance;
    - an assessment of performance in the area(s) of identified concern or deficiency;
    - a clear statement of the status of the concern, whether resolved or in need of further action;
    - identification of next steps such as an extension of the terms and time frame of the existing Plan, revision of the Plan to include other strategies, and other administrative actions up to and including recommendation for termination of employment.

The teacher will:

- respond promptly to the request of the primary evaluator for a meeting to discuss performance concerns;
- invite bargaining unit representation to the meeting, if s/he desires;
- plan improvement strategies and time frame cooperatively with the primary evaluator;
- schedule classroom observations or other opportunities for the primary evaluator to observe the teacher's progress in meeting expectations.

Any teacher who is placed on Intensive Assistance will be placed in the unsatisfactory category for that school year, as well as the following school year while the teacher remains on Intensive Assistance.

Dismissal/Contract Non-Renewal

The intent of Corrective Assistance is to provide the teacher with support and guidance to enable the teacher to meet the standards of the Darien Public Schools. This process of intervention does not preclude the Board of Education from dismissing the teacher during the first 90 calendar days of employment, or taking disciplinary action (including termination of employment) against a teacher if the teacher has violated any policy of the Board of Education or if the teacher is not performing satisfactorily after being placed on Corrective Assistance.

In those cases where teacher actions or performance do not meet the performance standards of the Darien Public Schools, the following procedures will be initiated:

- the primary evaluator's dismissal or nonrenewal recommendation will be forwarded to the Assistant Superintendent for Curriculum and Instruction, K-12;

- the Assistant Superintendent for Curriculum and Instruction, K-12 and Director of Human Resources will meet with the teacher and his/her union representative to counsel the teacher to resign from employment by the Darien Public Schools;

- if the teacher agrees to resign, employment will be terminated;

- if the teacher does not resign, the administration will proceed with the processes of dismissal or contract non-renewal.

Resolution of Differences

If a teacher disagrees with the primary or secondary evaluator's assessment, feedback, or adherence to the process, the teacher and evaluator are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust an observation report or evaluation, but is not obligated to do so, as the assessment of performance is solely within the purview of the evaluator. The teacher has the right to attach a statement to the observation report or evaluation, identifying the areas of concern and presenting a different perspective.

Continuing disagreement about content may be referred to the Assistant Superintendent for Curriculum and Instruction, K-12. Claims of failure to follow the established procedures of the evaluation plan may be grieved pursuant to Section 10-151B (a) of Connecticut education law. Bargaining unit representation will be included in any meetings conducted about the issues in dispute. If the assistant superintendent finds that the process has been violated, the observation/evaluation in question will be declared void and, if necessary, the evaluation period for the teacher will be extended to allow sufficient time to complete the required documentation and to ensure that the teacher receives full procedural rights.

APPENDIX B

TEACHER EVALUATION TIMELINE

	Novice Teachers Years 1 and 2	**Unsatisfactory/ Needs Improvement**	**Meets Expectations/ Exceeds Expectations**
Goal Setting/ Planning	Filed by Nov. 15	Filed by Nov. 15	Filed by Nov. 15
Formal Observations	Minimum 3 formal observations per year 1st filed by Nov.1 2nd filed by Jan.1 All filed by May 1	Minimum 3 formal observations per year 1st filed by Nov.1 2nd filed by Feb. 1 All filed by May 1	Minimum 1 formal observation per year Filed by May 1
Informal Observations			*Pilot- voluntary option to be developed (e.g. minimum of three informal observations)*
Observation Pre-Conference	Required Two of the observations must include a pre-conference	Required Two of the observations must include a pre-conference	Required
Post-Observation Conference	Required	Required	Required
Review of Practice	Required (1)	Required (1)	Required (1)
Mid-Year Conference	Required in Jan/Feb	Required in Jan/Feb	Required in Jan/Feb
Self-evaluation Reflection for All Teachers	Filed by May 15	Filed by May 15	Filed by May 15
End Year Review Final Evaluation	Filed by June 1	Filed by June 1	Filed by June 1

APPENDIX C

DARIEN CODE OF PROFESSIONAL RESPONSIBILITY
(based upon the Connecticut Code of Professional Responsibility for Educators, August 2010)

(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 the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, 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 the 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 actions reflect directly upon the status and substance of the profession;
(B) Uphold the professional educator's right to serve effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Engage in professional learning to promote and implement research-based best educational practices;
(F) Assume responsibility for his or her professional development;
(G) Encourage the participation of educators in the process of educational decision-making;
(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
(I) Encourage promising, qualified and competent individuals to enter the profession;
(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
(M) Promote and maintain ongoing communication among all stakeholders; and
(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

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

(e) Responsibility to the student's family

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

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

UNPROFESSIONAL CONDUCT*

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

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

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

(A) Obtain a certificate, authorization, permit or other credential issued by the state

board of education or obtain employment by misrepresentation, forgery or fraud;

   (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;

   (C) Misrepresent his, her or another's professional qualifications or competencies;

   (D) Sexually, physically or emotionally harass or abuse district employees;

   (E) Misuse district funds and/or district property; or

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

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

   (A) Exploit the educational institution for personal gain;

   (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

   (C) Knowingly misrepresent facts or make false statements.

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

(i) Code revision

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

DARIEN PUBLIC SCHOOLS

Administrator Evaluation and Professional Learning Plan

July 1, 2015 – June 30, 2016

DRAFT COMPLETION DATE: June 2, 2015

BOARD PRESENTATION/REVIEW DATE: June 9, 2015

BOARD APPROVAL DATE:

Darien Public Schools

Administrator Evaluation and Professional Learning Plan 2015-2016

Board of Education 2015-16

Elizabeth A. Hagerty-Ross, Chairperson
Michael A. Harman, Vice Chairperson
Sarah S. Zuro, Secretary

Members
Kathrine G. Stein
David B. Martens
Christa S. McNamara
Callie A. Sullivan
David P. Dineen
Michael J. Burke

Administration 2015-16

Lynne B. Pierson, Ed.D., Interim Superintendent of Schools
Michael T. Cicchetti, Ed.D., Interim Director of Human Resources
Marc Marin, District Director of Instructional Technology

Darien Administration Association Leadership 2015-2016

Rita Ferri, Principal, Hindley Elementary School, *Co-President*
Deborah Boccanfuso, Ed.D., Principal, Middlesex Middle School, *Co-President*

Administrator Evaluation and Support

The Connecticut State Department of Education (CDSE)-designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The Darien Administrator Evaluation and Professional Learning Plan 2015-2016 was guided by Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model.

The Darien model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:

Leader Practice Related Indicators
- Observation of Leadership Performance and Practice (40%)
- Stakeholder Feedback (10%)

Student Outcomes Related Indicators
- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%)

As part of meeting all requirements connected to the election to use the SEED model, Darien will provide on-going development and support in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth
-

Administrator Evaluation and Development

Purpose and Rationale
A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the State of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of proficient administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;

- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

The model includes an *Exemplary* performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A *Proficient* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

This model applies to all administrators holding an 092 endorsement.

System Overview
Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

(a) **Observation of Teacher Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.*

(b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of administrator's contributions to student academic progress, at the school and classroom level. This area is comprised of two components:

(a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools; and (b) performance and growth on locally-determined measures.
(b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs).

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

- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance

(*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric following a planned June 20 release)

Process and Timeline

The evaluation model is designed to encourage two important points:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

In Darien, the Assistant Superintendent for Curriculum & Instruction, K-12 will determine when the cycle starts.

Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.

2. Stakeholder survey data are available for review by the administrator.

3. The superintendent has communicated his/her student learning priorities for the year.

4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/ him to the evaluation process.

Step 2: Goal-Setting and Plan Development
Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback. Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Step 3: Plan Implementation and Evidence Collection
As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. Sample sources of evidence can include:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

It is recommended that the evaluator establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work.The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits may be planned at two-to three-month intervals.

In alignment with state guidelines, all Darien administrator evaluations will include:

- 2 Observations for each administrator
- 4 Observations for any administrator new to the district, school, the profession or who has received a summative rating of Developing or Below Standard in the previous year

As a matter of best practice, it is recommended that school visits be frequent, purposeful, and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review
Midway through the school year is time for a formal check-in to review progress. In preparation for meeting:
- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a mid-year formative review, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point.

Step 5: Self-Assessment
In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards.* For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

(*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric following a planned June 20 release)

Step 6: Summative Review and Rating
The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting ,the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations, professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance. The CSDE provides districts with training opportunities to support evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

==In line with state expectations, Darien will engage in the CSDE-sponsored multi-day training.==
This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and optional proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by **June 30** of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness outcomes ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than **September 15.**

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The Darien vision for professional learning is that each and every educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Darien's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing the Darien Evaluation and Professional Learning Plan 2015-2016, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities. Connecticut's Standards for Professional Learning were adopted in May 2015 and will inform the work of Darien administrators in the 2015-2016 school year.

Improvement and Remediation Plans

If an administrator's performance is rated as *Developing* or *Below Standard*, it signals the need for focused support and development. The District and Darien Administrator Association (DAA) will mutually agree on a system to support administrators not meeting the Proficiency standard. Improvement and remediation plans will be developed in consultation with the administrator and a DAA representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

A system of stages or levels of support may be considered. For example:

1. **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short term assistance to address a concern in its early stage.

2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of developing or below standard and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. **Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

A well-articulated improvement and remediation plan should:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered proficient.
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders. Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%

Component #1: Observation of Leadership Practice 40%

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.*

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.

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

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.

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

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

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

(It is acknowledged that in 2014, the Council of Chief State School Officers (CCSSO) released revised ISSLC Standards to better incorporate an expanding body of research and best practices*

These weightings should be consistent for all principals. For assistant principals and other school or district-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from below standard to exemplary

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Strategies for Using the CCL Leader Evaluation Rubric*
(*Revisions to the CCL Leader Evaluation Rubric are expected in June 2015)

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of

performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL:Connecticut School Leadership Standards .

Performance Expectation 1: Visions, Mission and Goals
(*It is acknowledged that changes in the CCL Leader Evaluation Rubric, expected in June 2015, will have an impact on indicators and performance description.)

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 Expectation for All
 Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**
*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.
**Staff:All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating
Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for

development. Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school,the profession or who have received ratings of *Developing* or *Below Standard*.

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Proficient, Developing or Below Standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

==The rating scale in the 2015 SEED Handbook may be referenced. However, given the potential changes to the rubric, this rating scale may be subject to change.==

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

Leadership practice surveys focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

School practice surveys capture feedback related to the key strategies,actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.

School climate surveys cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

In Darien, the survey(s) selected for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Ensuring adequate participation and representation of school stakeholder population is important

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey results to incorporate into the evaluation and support model.

For each administrative role, stakeholder providing feedback might include:

SCHOOL-BASED ADMINISTRATORS
Principals:
All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators:
All or a subset of family members
All or a subset of teachers and staff members
All or a subset of students

CENTRAL OFFICE ADMINISTRATORS
Line managers of instructional staff (e.g.,Assistant/Regional Superintendents):
Principals or principal supervisors
Other direct reports
Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:
Principals
Specific subsets of teachers

Other specialists within the district
Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles:
Principals
Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

- Step 1 - Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
- Step 2 - Review baseline data on selected measures, which may require a fall administration of the survey in year one.
- Step 3 - Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
- Step 4 - Later in the school year, administer surveys to relevant stakeholders.
- Step 5 - Aggregate data and determine whether the administrator achieved the established target.
- Step 6 - Assign a rating, using this scale:

Below Standard	Developing	Proficient	Exemplary
Made little or no progress against target	Made substantial progress but did not meet target	Met target	Substantially exceeded target

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement overtime.

Examples of Survey Applications and scenarios can be found in the 2015 SEED Handbook.

Student Outcomes Related Indicators includes two components:

- Student Learning,which counts for 45%;and
- Teacher Effectiveness Outcomes, which counts for 5 %.

Component #3: Student learning (45%)

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

State Measures of Academic Learning

With the state's new school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level.

Currently, the state's accountability system includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut's standardized assessments. **PLEASE NOTE:** SPI calculations may not be available for the 2015-16 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year.

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

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below: SPI Progress (all students and subgroups)

SPI>=88	Did not maintain	Maintain		
	1	4		
SPI<88	<50% target progress	50-99% target progress	100-125% target progress	>125% target progress
	1	2	3	4

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup, up to 50%

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	,2
		TOTAL	2.8

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

Below Standard	Developing	Proficient	Exemplary
Less than 1.5	1.5 to 2.4	2.5 to 3.4	At or above 3.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)
Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut Core Standards and other Connecticut content standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Sample SLO are available in the 2015 SEED Handbook.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are
  (a) aligned to district priorities (unless the school is already doing well against those priorities)
  (b) aligned with the school improvement plan
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

    1) The objectives are adequately ambitious.
    2) There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.

3) The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
4) The professional resources are appropriate to supporting the administrator in meeting the performance targets.

- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for this portion, as follows:

Below Standard	Developing	Proficient	Exemplary
Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2	Met 1 objective and made substantial progress on at least 1 other	Met 2 objectives and made at least substantial progress on the 3rd	Met all 3 objectives and substantially exceeded at least 2 targets

Arriving at a Student Learning Summative Rating

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

		State Measure of Academic Learning			
Locally Determined Measures of Academic Learning		**4**	**3**	**2**	**1**
	4	Rate Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives (SLOs) – make up 5 % of an administrator's evaluation.

Improving teacher effectiveness outcomes is central to an administrator's role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

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

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting 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.

A rating of *Proficient* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

Supporting administrators to reach proficiency is at the very heart of this evaluation model. Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *Developing* is expected. If, by the end of three years, performance is still rated *Developing*, there is cause for concern.

A rating of *Below Standard* indicates performance that is below *Proficient* on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:
1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and

3. Combining the two into an overall rating using the Summative Matrix.

Each Step is illustrated below:

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
		TOTAL	110

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

B. OUTCOMES: Student learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table

Component	Score 1-4	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness outcomes	2	5	10
		TOTAL	145

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

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

If the two major categories are highly discrepant (e.g., a rating of exemplary for Leader Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
Overall Student Outcomes Rating		**4**	**3**	**2**	**1**
	4	Rating Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by **June 30** of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than **September 15**. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns: Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A *Below Standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential *Proficient* ratings in years three and four. An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period,

feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent of Schools whose decision shall be binding.

APPENDIX A

DARIEN CODE OF PROFESSIONAL RESPONSIBILITY
(based upon the Connecticut Code of Professional Responsibility for Educators, August 2010)

(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 the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
   (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
   (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
   (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
   (F) Assist students in the formulation of worthy, positive goals;
   (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, 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 the 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/her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

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

(A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;

(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

(C) Promote the principles and ideals of democratic citizenship; and

(D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family

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

(A) Respect the dignity of each family, its culture, customs, and beliefs;

(B) Promote, respond, and maintain appropriate communications with the family, staff and administration;

(C) Consider the family's concerns and perspectives on issues involving its children; and

(D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

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

(A) Abuse his or her position as a professional with students for private advantage;

(B) Discriminate against students.

(C) Sexually or physically harass or abuse students;

(D) Emotionally abuse students; or

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

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

(A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;

(B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;

(C) Misrepresent his, her or another's professional qualifications or competencies;

(D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

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

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

(A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

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

(i) Code revision

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

APPENDIX B

To be added upon release:
CCL Leadership Evaluation Rubric (revised June 2015)