

Board of Education Meeting

Monday, June 10, 2019 7:00 PM

Board of Education Room, [Address], [City], CT [Zip]

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

1. The Board will recognize the retirement/leaving of staff.

4. APPROVAL OF MINUTES

1. Draft Minutes of May 28, 2019

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

1. Warrant of June 10, 2019
2. Resignation of SES Physical Therapist
3. Retirement of MBA Teacher
4. Resignation of SES Speech and Language Pathologist Assistant

8. NEW BUSINESS

1. Approval of Admin Evaluation Plan

9. OLD BUSINESS

1. Second Warning of Somers High School Textbook
2. Second warning of Somers High School Textbook

10. ADMINISTRATIVE REPORTS

1. Curriculum Development Update
2. Superintendent's Update

11. COMMITTEE REPORTS

1. CURRICULUM
2. POLICY
3. SALARY & NEGOTIATION
4. PLANNING

12. **CREC UPDATE**

13. **EXECUTIVE SESSION**

14. **ADJOURNMENT**

**Somers Board of Education Meeting
Board of Education Meeting Room
May 28, 2019
7:00 PM**

Attendance Taken at 7:00 PM:

Present Board Members: Jan Martin, Sarah Bollinger, Barbara Capuano, Bruce Devlin, Rick Lees, Jeremy Anderson, Kate McLellan, Anne Kirkpatrick

Absent Board Members: David Palmer

Others: Brian Czapla, Bill Boutwell, Dr. Denise Messina, Margo Martello, Dina Senecal, Melissa Mucci, Marty Senecal, Jim MacFeat, Joyce Szewczynski, Jan Szewczynski, Colleen Meier, William Meier, Jill Hale, Edwin Genece, Giselle Genece, Faith Sarisley, Emma Felix, Sam Barille

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order by Chairman Devlin at 7:02 p.m. in the Mabelle B. Avery Middle School Board of Education meeting room.

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. The Board will recognize three Somers High School Seniors.

Rationale: The Board will recognize three Somers High School Seniors for their work on the Superintendent's Council during the past two years: Ed Genece, Faith Sarisley, and Emma Felix.

Discussion: Superintendent Czapla and the BOE recognized and honored three SHS seniors for their work on the Superintendent's Council during the past two years: Edwin Genece, Faith Sarisley, and Emma Felix. Superintendent Czapla described Ed as an active member in Drama, the Unity team, National Honors Society, and Honors Choir and Band. He volunteers at the Somers Public Library and church. He also qualified for NCCC in discus and shot put. He has been Vice President of the 2019 class in 11th and 12th grades and is attending St. Michael's College for Computer Science. Faith is involved in Students Supporting Students, National Honors Society, Students Against Destructive Decisions, Beta Club, and Establishing Future Leaders Club. She assists her father in his roofing and siding business. She will attend Central CT State University to major in English. Superintendent Czapla stated that Emma is one of the driving factors and forces behind Drama Club, a member of the International Thespian Society as Vice President for two years, a member of Beta Club and National Honors Society, a member in Band, plays soccer and track and field, and

is a volunteer at the Small Fry Camp. She will attend Sacred Heart University and study Exercise Science. The BOE presented the students with gifts.

3.2. CAS will recognize Mrs. Dina Senecal as CAS First Year Principal of the Year.

Rationale: CAS will recognize Mrs. Dina Senecal as CAS First Year Principal of the Year.

Discussion: Superintendent Czapla introduced Jill Hale, Assistant Executive Director of Connecticut Association of Schools (CAS), to the BOE. Ms. Hale presented Mrs. Dina Senecal, SES Principal, the CAS First Year Principal of the Year award. Ms. Hale stated that this prestigious award is an annual award; however, it is not given every year. Mrs. Senecal was nominated by Mrs. Melissa Mucci, SES Assistant Principal, who stated that Mrs. Senecal is an innovative educational leader with strong ethics; a dynamic personality; and, an unyielding commitment to students, staff, and families. Mrs. Hale stated that Mrs. Senecal has demonstrated exemplary leadership, organizational skills, and is a visionary who leads over 700 students from Pre-K to Grade 5. She demonstrates a deep understanding of data while interpreting data and sharing the findings with staff to help meet the needs of the students. Mrs. Senecal stated that she is very honored and loves working with Mrs. Mucci who she contributes a great part of her success. She is committed to the community and is thankful to Superintendent Czapla and the BOE for their support.

3.3. Student Representatives' Report

Rationale: Students from SHS will update the BOE on events.

Discussion: SHS students, Faith Sarisley and Emma Felix, updated the BOE on SHS events:

- Seniors went on their annual trip to Boston to see a Red Sox game and tour the city.
- Prom occurred on 5/17/19.
- The third annual COTA (Celebration of the Arts) was on 5/22/19 consisting of performances by Band and Chorus members as well as Honors Art displays.
- The Memorial Day Concert occurred on Saturday, 5/25/19.
- Senior exams are scheduled for 6/5/19, and underclassmen exams will be held on 6/7/19.
- The Senior Banquet will be held at Ellington Ridge Country Club on 5/30/19 where a slideshow and yearbooks will be presented.
- The Senior Variety show will occur on 6/7/19.
- Graduation will be held on 6/12/19.

The students thanked the BOE.

4. APPROVAL OF MINUTES

4.1. Draft Minutes of Board of Education Meeting on May 13, 2019.

Rationale: The Board will review and approve the draft minutes of the Board of Education Meeting on May 13, 2019.

Motion Passed: Motion to approve minutes from the 5/13/19 Board of Education meeting passed with a motion by Kate McLellan and a second by Jan Martin. **8 Yeas - 0 Nays.**

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion Passed: Motion to add agenda item 3.3 -- Student Representatives' Report passed with a motion by Sarah Bollinger and a second by Jan Martin. **8 Yeas - 0 Nays.**

7. CONSENT AGENDA

Motion Passed: Motion to approve Consent Agenda passed with a motion by Jeremy Anderson and a second by Barbara Capuano. **8 Yeas - 0 Nays.**

7.1. Warrant of May 28, 2019

Rationale: Board to review and consent to Warrant of May 28, 2019 in the amount of \$120,931.21.

8. NEW BUSINESS

8.1. Approval of Appointment of New Mabelle B. Avery Principal

Rationale: The Superintendent will introduce the final candidate for the MBA Principal position for Board approval.

Discussion: Superintendent Czapla recommended that the BOE appoint Mrs. Margot Martello as the new MBA Principal effective 7/1/19. He stated over the past nine years, Mrs. Martello led 820 students as the Assistant Principal at Tolland High School. She was also an English teacher at Newington High School. Her colleagues described her as an exceptional leader who is team-oriented with high integrity and listens to concerns from all. She understands what is needed academically, emotionally, and socially to drive student growth.

Mrs. Martello thanked Superintendent Czapla, the BOE members, and the interview committee. She stated that she is excited to join the Somers community and hopes to further the capacity to do good, influence kindness, provide opportunities, and open minds. She shared a precept, or rule of life, from the book, "Wonder," as quoted from John Wesley: "Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."

Motion Passed: Motion to approve the final candidate for MBA Principal, Mrs. Margot Martello, passed with a motion by Sarah Bollinger and a second by Barbara Capuano. **8 Yeas - 0 Nays.**

8.2. Approval Project Choice Open Slots for 2019-2020

Rationale: The Board will review and vote on the Project Choice Open Slots for the 2019-2020 school year.

Discussion: Superintendent Czapl reported that the current enrollment is 19 out of 22. There are three seats available.

Motion Passed: Motion to approve Project Choice Open Slots for the 2019-20 school year passed with a motion by Kate McLellan and a second by Jeremy Anderson. **8 Yeas - 0 Nays.**

8.3. First Warning of Somers High School Textbook

Rationale: First warning of Somers High School textbook, "Dopesick."

8.4. First Warning of Somers High School Textbook

Rationale: First warning of Somers High School textbook, "Educated: A Memoir."

9. OLD BUSINESS

9.1. 2nd Warning on Strategic Plan

Rationale: 2nd Warning on Strategic Plan. The Board has reviewed the Strategic Plan and will vote on it.

Discussion: The Strategic Plan will be revealed to staff on Convocation Day. The community will receive the smaller document some time in September.

Motion Passed: Motion to approve the Strategic Plan passed with a motion by Anne Kirkpatrick and a second by Kate McLellan. **8 Yeas - 0 Nays.**

9.2. Approval of 2019-20 Final Budget Report

Rationale: The Board will review and approve the final 2019-20 Budget for Somers Public Schools.

Discussion: Superintendent Czapl reported that fuel counts were able to be reduced by approximately \$30,000 because it was budgeted at a higher number but locked in at a lower rate. This is the new budget summary reflecting the only change in utilities.

Motion Passed: Motion to approve the final 2019-2020 budget report for SPS passed with a motion by Jan Martin and a second by Jeremy Anderson.

8 Yeas - 0 Nays.

9.3. Approval of Somers Elementary School Oil Tank Project

Rationale: The Board will review and approve the Somers Elementary School Oil Tank Project.

Discussion: Mr. Bill Boutwell, Director of Business Services, reported that the project going out to bid has been in a holding pattern for three months. The State has to approve the paperwork in order for the project to go out to bid. Mr. Boutwell, Jim MacFeat, and one of the architects will resubmit paperwork on 5/30/19. The project will most likely begin once school starts.

Motion Passed: Motion to approve the final plans and project manual(s), both dated 5/20/19, for the Somers Elementary School Oil Tank Project passed with a motion by Anne Kirkpatrick and a second by Barbara Capuano.

8 Yeas - 0 Nays.

10. ADMINISTRATIVE REPORTS

10.1. 2018-2019 Attendance and Chronic Absenteeism Report

Rationale: Dr. Messina will be there to answer questions on the 2018-2019 Attendance and Chronic Absenteeism Report.

Discussion: Dr. Denise Messina, Director of Pupil Services, updated the BOE on the 2018-19 Attendance and Chronic Absenteeism Report. The school and district's accountability is based on CT's Next Generations Accountability System. This is based on a set of 12 indicators. SPS scored 11.5% (162 students in 2017-2018). The State scored 10.7%. Truancy counts unexcused absences whereas chronic absenteeism counts all absences (excused, unexcused, out-of-school suspensions, and in-school suspensions lasting more than one-half of the school day). Attendance is essential to students' achievement and graduation. Chronic absenteeism could potentially lead to school dropout, academic failure, and juvenile delinquency. Two days per month leads to chronic absence.

Chronic absenteeism and/or truancy fall into three broad categories:

- Students who cannot attend school due to illness, family responsibilities, housing instability, etc.
- Students who will not attend school due to a negative school experience (bullying, feeling unsafe)
- Families who don't believe in the value of attending school

Chronic absenteeism and attendance misconceptions include:

- Absences are only a problem if they are unexcused.
- Sporadic absences aren't a problem.
- Attendance only matters in older grades.

Factors resulting in attendance and chronic absenteeism include:

- Technicalities (importance of appropriate attendance codes and recording accuracy)
- Absentee rate on half days
- Absentee rate on delayed openings
- Coding of in-house suspensions
- Public Act 16-147--a provision removing referrals to juvenile court based on truancy and defiance of school rules

SPS has taken a data-driven systemic approach to improve chronic absenteeism including utilizing positive engagement; regularly reporting accurate and accessible data; and, sharing accountability. This year, there have been monthly attendance reviews at Principals' meetings and establishing an Attendance Team; clerk training in attendance; a change in SHS absence criteria; a change in PowerSchool attendance coding; implementing a checklist at each school; and, beginning each student meeting (SST/MTSS, 504, and PPT) with attendance review.

Somers Elementary School includes the attendance policy in their newsletter. They share protocols among the other schools as well as meet with the other school administrators. Mabelle B. Avery Middle School sends letters to parents or calls the parents depending on the situation. Home visits may be implemented. Parent meetings are initiated. Each student meeting includes the student attendance. Somers High School has an attendance secretary. There are meetings for student issues, attendance advisory pertaining to credit loss, and attendance monitoring.

Dr. Messina expects to see improvement in attendance due to the interventions that have been established thus improving the chronic absenteeism score on the Connecticut Report Card.

10.2. Superintendent Update

Rationale: Superintendent Czapla will update the Board on current and upcoming events.

Discussion: No update.

11. COMMITTEE REPORTS

11.1. CURRICULUM

Discussion: Kate McLellan reported that the committee met last week and looked at three new 12th grade textbooks. Two of them were approved and warned.

11.2. POLICY

Discussion: Anne Kirkpatrick reported that the committee is on hold.

11.3. SALARY & NEGOTIATION

Discussion: Chairman Devlin reported that there has been progression with the custodians. There will be ratification of the contract at the next meeting.

11.4. PLANNING

Discussion: No report.

12. CREC UPDATE

Discussion: Anne Kirkpatrick reported that several policies were approved. She also reported that this is the time when amendments may be added at the last minute.

Chairman Devlin asked the BOE members who would be available for a meeting on 7/25/19 at 6 p.m. for a brief overview of contracts to go out to bid for the track contract.

13. ADJOURNMENT

Motion Passed: Motion to adjourn the meeting at 8:29 p.m. passed with a motion by Jan Martin and a second by Sarah Bollinger. **8 Yeas - 0 Nays.**

Rick Lees, Board of Education Secretary Date

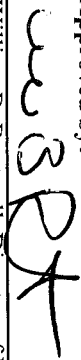
Shannin Burns, BOE Recording Secretary

Somers Board of Education General Budget Treasury Warrant

Report # 58642

Check Batch: 24244
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:  Date: 6/6/19
 William B. Boutwell, Director of Business Services

24244	17035	06/10/2019	V61143	Air Equipment, LLC	0.00	775.00
	17036	06/10/2019	V60790	Alternative Access Assistive Technology	0.00	3,043.75
	17037	06/10/2019	V52670	SYNCB/AMAZON	0.00	1,340.02
	17038	06/10/2019	V60040	Anthem Life Insurance Company	0.00	2,296.00
	17039	06/10/2019	V02141	Apple Inc.	0.00	11,450.00
	17040	06/10/2019	V51604	Awards & More	0.00	425.75
	17041	06/10/2019	V00121	CABE	0.00	30.00
	17042	06/10/2019	V51942	CBS	0.00	4,318.79
	17044	06/10/2019	V51241	CDW Government, Inc.	0.00	140.72
	17045	06/10/2019	V61455	ConnectiCare, Inc	0.00	165,578.90
	17046	06/10/2019	V61473	COX Business	0.00	111.68
	17047	06/10/2019	V00204	CREC	0.00	18,115.51
	17048	06/10/2019	V60390	Cummins Power Systems, LLC	0.00	1,512.00
	17049	06/10/2019	V60709	DBS Financial Services LLC	0.00	1,987.03
	17050	06/10/2019	V60416	DG Graphics	0.00	328.90
	17051	06/10/2019	V53643	East Coast Sign & Supply, Inc.	0.00	308.00
	17052	06/10/2019	V00605	Electrical Wholesalers	0.00	100.33
	17053	06/10/2019	V52317	Ellington Board of Education	0.00	6,445.27
	17054	06/10/2019	V60592	Everase Corporation	0.00	1,829.99
	17055	06/10/2019	V00159	Eversource Energy	0.00	2,536.45

Somers Board of Education General Budget Treasury Warrant

Report # 58642

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	17056	06/10/2019	V54168	First Student, Inc	0.00	9,367.31
	17058	06/10/2019	V60951	Follett School Solutions, Inc	0.00	709.07
	17059	06/10/2019	V61017	Frontier Communications	0.00	804.77
	17060	06/10/2019	E00129	Gustafson, Cheryl	0.00	733.00
	17061	06/10/2019	V21177	Home Depot CRC	0.00	214.62
	17062	06/10/2019	V61403	Hooker & Holcombe, Inc	0.00	6,500.00
	17063	06/10/2019	V00999	J.W. Pepper & Son, Inc.	0.00	58.98
	17064	06/10/2019	V02682	Junior Library Guild	0.00	616.40
	17065	06/10/2019	V02625	K & S Distributors	0.00	915.23
	17066	06/10/2019	V00665	Kelly-Fradet Lumber	0.00	342.80
	17067	06/10/2019	E00731	Krevolin, Clay	0.00	44.66
	17068	06/10/2019	V60890	Learn Regional Educational Service Cente	0.00	180.00
	17069	06/10/2019	V00039	Leonards Auto Parts Co.	0.00	171.01
	17070	06/10/2019	V02898	Magnakleen Services	0.00	290.01
	17071	06/10/2019	V61483	Maplebrook School Inc.	0.00	7,900.00
	17072	06/10/2019	V60777	May Institute	0.00	6,585.72
	17073	06/10/2019	E00227	Mezger, Carlos	0.00	99.00
	17074	06/10/2019	V000005	Migliore, Joseph	0.00	250.00
	17075	06/10/2019	V61444	Morgan Stanley	0.00	28,000.00
	17076	06/10/2019	V61444	Morgan Stanley	0.00	63,276.00
	17077	06/10/2019	V60104	Nixon Company Inc., The	0.00	430.00
	17078	06/10/2019	V61146	NWEA	0.00	11,465.50
	17079	06/10/2019	V60983	OMNI Group, The	0.00	22.00
	17080	06/10/2019	V02671	PEAP	0.00	127.00
	17081	06/10/2019	V53849	NCS Pearson, Inc.	0.00	200.00
	17082	06/10/2019	V53914	Pitney Bowes, Inc.	0.00	223.98
	17083	06/10/2019	V60068	Pro-Ed, Inc.	0.00	433.40
	17084	06/10/2019	V60925	ReadyNurse Staffing Services	0.00	378.00
	17085	06/10/2019	V51134	Richco Products, Inc.	0.00	107.00
	17086	06/10/2019	V61544	RZ Design Associates, Inc	0.00	4,000.00
	17087	06/10/2019	V60259	School Nurse Supply Inc.	0.00	98.25
	17088	06/10/2019	V51324	Sherwin-Williams Co., The	0.00	82.04
	17089	06/10/2019	V60911	SHI International Corp	0.00	17,690.00
	17090	06/10/2019	V01485	Social Studies School Services	0.00	470.40
	17091	06/10/2019	V01591	Town of Somers	0.00	6,871.43
	17092	06/10/2019	V01307	Teacher's Discovery	0.00	161.35
	17093	06/10/2019	V00290	Town of Enfield	0.00	4,395.00

Somers Board of Education General Budget Treasury Warrant

Report # 58642

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	17094	06/10/2019	V01000	Town of Somers BOE	0.00	69,402.91
	17095	06/10/2019	V60356	TPC Associates, Inc	0.00	2,455.00
	17096	06/10/2019	V60044	Troxell Communications	0.00	711.00
	17097	06/10/2019	M53099	Tull Brothers, Inc.	0.00	821.43
	17098	06/10/2019	V54059	Verizon Wireless	0.00	634.75
	17099	06/10/2019	E00844	Walsh, Sharon	0.00	50.63
	17100	06/10/2019	V61032	Waterbury Public Schools	0.00	11,823.81
	17101	06/10/2019	V61410	Cardmember Service	0.00	782.46
	17102	06/10/2019	V02738	William V. MacGill & Co.	0.00	1,637.56
	17103	06/10/2019	E00233	Zytka, Dr. Irene	0.00	174.58
Totals:					0.00	\$485,382.15

67 Checks Listed.

Somers Board of Education General Journal Register

Report # 58641
Batch: 24164
Transaction: N/A
Show Summary Only: Yes

Batch # 24164	Control Total \$485,382.15	Status Posted	Created By Ibergamini	Created On 06/03/2019	Last Updated By Ibergamini	Last Updated On 06/06/2019
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General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
June, 2019					
Generated Distributions					
10-000-0-0-00-000-241-00-0-00000	ENCUMBRANCE CONTROL			442,073.90	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	442,073.90
	Total Generated Distributions			\$442,073.90	\$442,073.90
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	485,382.15
10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			200.00	0.00
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			140.72	0.00
10-100-2-4-20-242-611-01-5-00168	HS - BAND SUPPLIES		Yes	58.98	0.00
10-100-2-4-30-242-611-01-5-01644	HS - SOCIAL STUDIES SUPPLIES		Yes	470.40	0.00
10-100-2-4-30-243-611-01-5-00887	HS - SOCIAL STUDIES WORKBOOKS			161.35	0.00
10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			933.17	0.00
10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			5.35	0.00
10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY		Yes	29,140.00	0.00
10-120-9-9-98-243-611-01-5-01002	SP ED - TESTING		Yes	433.40	0.00
10-120-9-9-98-243-611-01-5-01002	SP ED - CONTRACTED SERVICES		Yes	3,043.75	0.00
10-212-2-5-46-243-611-02-5-00252	SW - TESTING			11,465.50	0.00
10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			2,373.59	0.00
10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE		Yes	378.00	0.00
10-221-1-2-52-231-690-05-5-00280	K-5 - PROFESSIONAL LIBRARY			34.18	0.00
10-221-1-3-50-251-580-05-5-00263	MA - TRAVEL/IN-SERVICE			50.63	0.00
10-221-1-3-50-251-580-05-5-00264	MA - PRINCIPAL'S TRAVEL			44.66	0.00
10-221-2-5-50-214-111-05-5-00659	SW - PROF DEVELOPMENT/CEU		Yes	1,712.00	0.00
10-222-2-2-52-231-642-03-5-00136	K-5 - LIBRARY BOOKS		Yes	425.92	0.00
10-222-2-2-52-231-642-03-5-00140	K-5 - NEWSPAPERS/MAGAZINES		Yes	0.00	0.00
10-222-2-2-52-231-690-03-5-00151	K-5 - OTHER LIBRARY SUPPLIES		Yes	248.97	0.00
10-222-2-3-52-231-642-03-5-00138	MA - LIBRARY BOOKS		Yes	616.40	0.00
10-222-2-5-44-233-611-03-5-00149	SW - A.V. MATERIALS		Yes	145.40	0.00
10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES		Yes	6,522.00	0.00
10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE		Yes	204.58	0.00
10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES			97.54	0.00

Somers Board of Education General Journal Register

Report # 58641

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
24164	\$485,382.15	Posted	Ibergamini	06/03/2019	Ibergamini	06/06/2019
10-232-5-5-66-830-430-04-5-00454		CO - COPIER MAINTENANCE			716.94	0.00
10-232-6-5-66-830-440-04-5-00526		CO - POSTAGE METER			223.98	0.00
10-240-6-2-66-830-440-04-5-01011		K-5 - COPIER MAINTENANCE			1,273.30	0.00
10-240-6-3-66-830-440-04-5-01013		MA - COPIER MAINTENANCE			1,034.90	0.00
10-240-6-4-66-830-440-04-5-01015		HS - COPIER MAINTENANCE			1,293.65	0.00
10-259-1-3-40-123-590-04-5-00017		MA - FORMS & PRINTING			260.00	0.00
10-260-2-5-66-730-730-01-5-00472		SW - A.V. EQUIP REPLACEMENT			191.84	0.00
10-260-2-5-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			5,544.30	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			306.73	0.00
10-260-5-3-20-722-430-01-5-00382		MA - MUSIC MAINTENANCE			100.00	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			350.18	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			128.50	0.00
10-260-5-4-20-722-430-01-5-00396		HS - MUSIC MAINTENANCE			150.00	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			367.32	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			526.97	0.00
10-260-5-6-44-722-430-03-5-00404		SW - A.V. MAINTENANCE			109.91	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			1,216.46	0.00
10-260-5-6-62-722-430-01-5-01077		SW - COMPUTER MAINTENANCE			665.35	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			2,948.39	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			1,829.99	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			266.79	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR		Yes	342.80	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			82.04	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			100.33	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			4,523.48	0.00
10-260-6-5-62-722-430-04-5-00452		SW - MAINTENANCE CONTRACTS			1,512.00	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			6,676.67	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS			9,367.31	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			194.76	0.00
10-280-6-5-82-820-200-13-5-00510		DENTAL			55,363.06	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE			2,296.00	0.00
10-280-6-5-82-820-200-13-5-00855		PENSION			63,276.00	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			179,618.75	0.00
10-280-6-5-82-820-200-13-5-01690		OPRB - OTHER POST EMPLOY BENEFITS		Yes	28,000.00	0.00
10-320-2-3-54-880-690-07-5-00849		MA - ACADEMIC AWARDS			195.90	0.00
10-320-2-4-54-880-690-07-5-00602		HS - ACADEMIC AWARDS			425.75	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			430.00	0.00
10-611-6-5-88-960-560-14-5-00638		ENFIELD ADULT EDUCATION			4,395.00	0.00

Somers Board of Education General Journal Register

Report # 58641

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
24164	\$485,382.15	Posted	Ibergamini	06/03/2019	Ibergamini	06/06/2019
10-613-9-9-88-955-561-14-5-00622		SPEID - CREC RIVER STREET		Yes	7,054.02	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			43,116.29	0.00
		Total User-Entered Distributions			<u>\$485,382.15</u>	<u>\$485,382.15</u>
		Total for June, 2019			<u>\$927,456.05</u>	<u>\$927,456.05</u>
Grand Total for Batch # 24164					<u>\$927,456.05</u>	<u>\$927,456.05</u>

325 Transactions Listed.

Somers Public School's Administrator Evaluation and Support Plan

Somers Public Schools



Our Commitment to the Future

Revised: February 14, 2019,
May 23, 2019

State of Connecticut Approval:
Somers Board of Education Approval:

ADMINISTRATOR EVALUATION COMMITTEE MEMBERS

Gary Cotzin – Somers High School

Robert Kapner – Mabelle B. Avery Middle School

Clay Krevolin – Mabelle B. Avery Middle School

Cheryl Gustafson – Somers High School

Dr. Denise Messina – Pupil Services

Melissa Mucci – Somers Elementary School

Dina Senecal – Somers Elementary School

Dr. Irene Zytka – Central Office

The Somers Public Schools is committed to equal opportunity for all students, applicants and employees. The District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the District's nondiscrimination policies should be directed to Dr. Irene Zytka, Title IX Coordinator, 1 Vision Boulevard, Somers, CT 06071, [\(860\) 749-2270 x2039](tel:(860)749-2270x2039) or Dr. Denise Messina, Section 504 Coordinator, 1 Vision Boulevard, Somers, CT 06071, [\(860\) 749-2270 x2055](tel:(860)749-2270x2055).

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Somers Administrator Evaluation and Support Plan

Overview

This document contains the core components of the administrator evaluation and support plan as mandated by the Connecticut State Department of Education. Requirements call for all administrators to receive an annual summative rating in one of four performance levels. The rating is determined based on performance in the areas of leadership practice (40%), stakeholder feedback (10%), student learning (45%), and teacher effectiveness (5%). Each of these component areas is described in detail and ratings for each will be combined to determine the performance level for a given school year.

Four Performance Levels

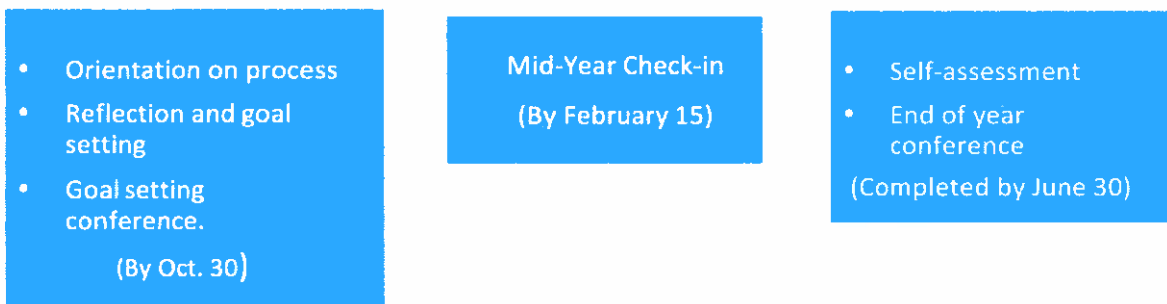
Exemplary- Substantially exceeds indicators of performance. This rating is reserved for educators who could serve as a model across the district and state.

Accomplished- Meets or exceeds indicators of performance and the high expectations of the district. This is the level of expectation for educators in Somers Public Schools.

Developing- Meets some of the indicators of performance. Continued growth needed.

Below Standard- Performance is unacceptable and requires immediate improvement.

Evaluation Process and Timeline



Orientation, Goal-Setting and Planning: To be completed by **October 30**

Annually and prior to October 30, administrators will receive materials outlining the evaluation process and have time to discuss and review expectations with the evaluator. To begin the goal setting process, the administrator examines school learning data, prior year evaluation and survey results and the leadership rubrics to draft appropriate goals related to leadership practice, stakeholder feedback, student learning, and teacher effectiveness. The evaluator and administrator will discuss the proposed goals and come to mutual agreement. The evaluator may request revisions to the proposed goals and objectives, if they do not meet approval criteria. Goals will then be presented to the Somers Board of Education.

Mid-Year Check-In:

Timeframe: To be completed by **February 15**

The administrator and evaluator collect and reflect on evidence to date about the administrator's practice and student learning in preparation for the mid-year conference. During the mid-year conference, they review progress on goals and can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals if appropriate. They also discuss actions that the administrator can take and supports the evaluator can provide to promote professional growth.

End-of-Year Summative Review:

Timeframe: To be completed by **June 30**

The administrator reviews all information and data collected during the year and completes a self-assessment prior to meeting the evaluator for the end of year review. The evaluator reviews submitted evidence, self-assessments and observation data to generate required ratings in each category. The evaluator and the administrator meet to discuss all evidence collected to date and to discuss category ratings. The category ratings generate the final, summative rating.

Evaluator Training and Calibration

All evaluators of administrators will receive ongoing training on conducting effective observations and providing quality feedback. In monthly district administrative meetings, ongoing training on observation and evaluation will be provided, including practice and calibration using leadership videos and *The Connecticut Leader Evaluation and Support Rubric 2017*.

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: Connecticut School Leadership Standards, which defines 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.

Improving teaching and learning is at the core of effective educational leadership. As such, Performance Expectation 2 (Teaching and Learning) comprises approximately half of the leadership practice rating and the other five expectations are equally weighted.

In order to arrive at a rating for leadership practice, administrators and evaluators will use the Common Core of Leadership Evaluation Rubric.

At the fall conference, administrators and evaluators will use the standards and rubric as a guide and resource to talk about practice and to identify specific areas for growth and development. In addition, parameters for observations will be discussed.

A mid-year formative review will take place to review progress towards goals, identify any changes in the context of the goals that could impact outcomes, and modify or change goals as appropriate.

Throughout the year, observations will be conducted to add to the conversations on leadership practice and provide additional evidence of performance. At least two observations will take place for every administrator, with at least two additional observations for those new to the district, school, the profession, or who have received ratings of developing or below standard. Verbal or written feedback will follow observations as appropriate.

In preparation for the end of year summative review, the administrator will complete a self-assessment using the Leader Evaluation Rubric. The administrator will then discuss the assessment with the evaluator while considering all available evidence. The discussion should aim for consensus based on evidence of the most appropriate score for each indicator, with the evaluator making the final determination.

Every indicator on the rubric may not be applicable to all administrative positions in the Somers Public Schools. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level as listed on the Evaluation Summary Page.

Following the conference, the evaluator will use a preponderance of evidence to assign an overall rating for leadership practice. The Teaching and Learning indicator must be weighted twice as much as any other standard. For any indicator that is below standard, the evaluator will work with the administrator to develop a remediation plan to address the issue. Both the evaluator and administrator may add comments to the Evaluation Summary Page.

Stakeholder feedback (10%)

Feedback from stakeholders, assessed by surveys with measures that align to the Connecticut Leadership Standards, will be used to develop 10% of the summative rating. Care will be taken to ensure that all surveys developed for use in the evaluation plan are valid and reliable. In addition to relevant portions of the annual survey maybe given to students and parents at each school, each administrator may utilize feedback from surveys given to teachers and staff. Other relevant data may also be considered as appropriate. In any survey, only those measures that align to the Connecticut Leadership Standards will be considered.

The process for setting and evaluating a goal related to stakeholder feedback is as follows:

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards
2. Review baseline data on selected measures
3. Set one goal for growth on selected measures
4. Use data from spring surveys or other evidence to determine progress in meeting goal.
5. Determine a rating, using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded goal.	Met or made appropriate progress towards goal.	Made some progress towards goal.	Made little or no progress towards goal.

Overall Practice Related Indicators Rating		Leadership Practice Rating (40%)			
		Exemplary	Accomplished	Developing	Below Standard
Parent Feedback Rating (10%)	Exemplary	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Developing	Developing	Developing	Below Standard

Student Learning (45%)

Administrators will set two student learning objectives (SLOs) on measures they select in collaboration with their evaluator. The three SLOs will each include a goal described below. SLO 1 will count towards 22.5% of the administrator’s evaluation. SLO 2 and SLO 3 will have a combined weight of 22.5% of the evaluation.

SLO 1 - Based on progress in meeting the district, school, program or individual needs.

SLO 2 - Based on progress in meeting a professional goal.

SLO 3 - Based on progress towards a goal involving the graduation rate of the high school (optional for all administrators and required for high school building administrators) or progress in meeting a locally – determined measure or goal.

A rating will be determined using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded goal for all three SLOs.	Met or made progress on goal for all three SLOs.	Met or made progress on goal for at least one SLO.	Made little or no progress in meeting goal on SLOs.

Locally Determined Measures

Administrators select from the following options based on role and/or subject areas:

Type of Measure	Description	Administrator	Criteria for Use
Common summative assessments by course All courses and corresponding units are standards-based and housed in Atlas Rubicon through <i>Understanding by Design</i> model	All subject areas All grade levels (may use in courses and for units that have these assessments developed)	All school based and central office administrators	Students performance or growth on school or classroom developed assessments in subjects and grades not assessed on State tests All courses are standards-based
Graduation rate	Cohort graduation rate and extended graduation rate	High school principal and assistant principals	Required component in State Plan
Student progress toward graduation	Grade 9 & 10	High school principal and assistant principals	Analysis of credit accumulation and passing grades/Student Success Plan
Student progress toward graduation	Grade 9 & 10	High school principal and assistant principals	Analysis of credit accumulation and passing grades/Student Success Plan
Tests and Awards	<ul style="list-style-type: none"> ● AP Exams ● CTE/Perkins assessments ● ECE credits (UCONN) ● CCP credits (MCC) ● Foreign Language advance placement tests ● State and national competitions: student participation and achievement in all subjects areas and grade levels (Ex: Robotics) Other: as determined through curricular area	All school based administrators	Participation and awards
District-wide universal reading, writing and mathematics screenings/tests	All grade levels	School-based administrators	District determined SRBI assessments
SRBI Tiered Interventions	All grade levels	School-based administrators	District determined SRBI assessments

Teacher Effectiveness (5%)

Teacher effectiveness is 5% of an administrator’s evaluation. Administrators will set a measurable goal for maintaining or increasing the percentage of teachers achieving an accomplished or exemplary rating on the student growth or practice and performance portion of the teacher evaluation. All administrators will collaborate with teachers to set ambitious goals in these areas.

A rating will be determined using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded goal	Met or made substantial progress towards goal	Made some progress towards goal	Made little or no progress in meeting goal

Overall Outcomes Rating		Student Learning (45%)			
		Exemplary	Accomplished	Developing	Below Standard
Teacher Effectiveness (5%)	Exemplary	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

FINAL RATING

The process for determining a summative evaluation will be based on the matrix below. The summative rating combines the practice rating (leadership practice 40% + stakeholder feedback 10%) with the outcomes rating (student learning 45% + teacher effectiveness 5%).

Summative Rating Matrix		Practice Related Indicators Rating			
		Exemplary	Accomplished	Developing	Below Standard
Outcomes Related Indicators Rating	Exemplary	Exemplary	Accomplished	Developing	Gather further information
	Accomplished	Exemplary	Accomplished	Developing	Gather further information
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Gather further information	Gather further information	Below Standard	Below Standard

A rating of accomplished or better is indicative of an effective administrator. Should an administrator receive two sequential developing ratings or one below standard rating at any time, they will be considered ineffective and the district may initiate a termination process. In addition, administrators may be placed in the Supervisory Assistance Program at any time should the evaluator feel they are not meeting expectations in one or more areas of performance.

Evaluation-Based Professional Learning

Utilizing the Somers Evaluation plan, every administrator will be identifying their professional learning needs in mutual agreement between the administrator and his/her evaluator. This will serve as the foundation for ongoing conversations about the administrator's practice and impact on teacher and student outcomes. Professional learning opportunities will be provided for administrators based on their individual strengths and weaknesses identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with district-wide professional development opportunities in alignment with the Somers Strategic plan.

Supervisory Assistance Program (SAP)

When it has been determined by the evaluator, at any time, that an administrator is having difficulty in demonstrating the knowledge and skills required by Connecticut and Somers standards, Somers expectations, and the job description, the evaluator will:

1. Conference with the administrator and outline in written form the areas of concern
2. Develop an assistance plan that will include the following:
 - a) Observable objectives for improvement
 - b) Plan of action for the administrator to meet these objectives
 - c) Plan of action for the evaluator to assist the administrator to meet the objectives
 - d) Establish a timeline and observable means for verifying achievement of the objectives
3. Intensify supervision by increasing conferences and observations
4. Decide if the administrator has successfully met the established objectives

Nothing precludes either party from bringing in an additional person. If sufficient progress is made towards meeting the established objectives, the administrator will return to the regular evaluation system. If insufficient progress is made the Supervisory Assistance Program, the administrator will be placed in the Intensive Assistance Program.

Intensive Assistance Program (IAP)

The evaluator will provide to the administrator in writing:

1. A statement of the objective(s) to be accomplished with the expected level(s) of performance.
2. A statement defining the amount and kind of assistance and frequency of observations and conferences to be provided during the IAP.
3. A timeline not to exceed fifty (50) consecutive school days.

If sufficient progress is made towards meeting the established objectives, the administrator will return to the regular evaluation system. Continued unsatisfactory performance may result in termination of employment. Administrators assigned to IAP are fully protected by the right of due process and by all applicable Connecticut General Statutes.

Dispute Resolution Process

The purpose of this process is for resolving disputes in cases where the evaluator and administrator cannot agree on objectives, the evaluation period, feedback or the professional development plan. The steps of the process are as follows:

1. The administrator and evaluator meet in an attempt to resolve the dispute non-formally.
2. The administrator and evaluator meet with a mutually agreed-upon third person whose purpose will be to help clarify areas of difference. If the two sides cannot agree on the selection of this third person, the president of the Somers Administrators Association (SAA) or member of the SAA executive board will serve in this capacity.
3. In the event an agreement still has not been reached, the administrator and evaluator will meet with the superintendent. If a compromise is not possible, the superintendent will act as final arbitrator.

Career Development and Professional Growth

The district will provide opportunities for career development and professional growth for every administrator based on individual performances identified through the evaluation process. Differentiated opportunities will include:

- annual stipends to attend state, national and international conferences and other learning experiences that relate to professional goals of individual administrators;
- mentoring of new administrators by assigned seasoned administrators;
- monthly professional development on district initiatives;
- monthly small group meetings specific to principal and curriculum director groups;
- administrative retreats;
- district PD resources accessed through local SharePoint site;
- tuition reimbursement for advanced study

APPENDIX A

Common Core of Leading:
Connecticut School Leadership Standards

Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

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

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

PERFORMANCE EXPECTATION 6: The Education System

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

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: High Expectations for All

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

Indicators: A leader...

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

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

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

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

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

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

Indicators: *A leader...*

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

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

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Strong Professional Culture

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

Indicators: *A leader...*

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

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

⁵ **faculty:** certified school faculty.

Element B: Curriculum and Instruction

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

Indicators: *A leader...*

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

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

Element C: Assessment and Accountability

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

Indicators: *A leader...*

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

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Indicators: *A leader...*

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

Element B: Operational Systems

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

Indicators: *A leader...*

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

Element C: Fiscal and Human Resources

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Collaboration with Families and Community Members

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

Indicators: *A leader...*

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

Element B: Community Interests and Needs

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

Indicators: *A leader...*

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

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

Element C: Community Resources

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

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

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

Element B: Personal Values and Beliefs

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

Indicators: *A leader...*

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

Element C: High Standards for Self and Others

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Professional Influence

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

Indicators: *A leader...*

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

Element B: The Educational Policy Environment

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

Indicators: *A leader...*

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

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

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

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

(c) Responsibility to the profession

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

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

(d) Responsibility to the community

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

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

(e) Responsibility to the Student's Family

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

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

UNPROFESSIONAL CONDUCT*

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

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

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

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

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

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

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

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

APPENDIX B

The Connecticut Leader Evaluation and Support Rubric 2017

*A Rubric to Guide the Development, Support and
Evaluation of School and District Leaders*



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

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Introduction

History

Connecticut's first leadership standards were formally adopted in 1999 and after 12 years of use were revised based on the national Interstate School Leadership Licensure Consortium (ISLLC) Standards. The **Common Core of Leading-Connecticut School Leadership Standards (CCL-CSLS)**, adopted by the Connecticut State Department of Education in 2012, currently serves as the foundation for a variety of state functions, including leadership preparation program accreditation, licensure assessment, and administrator evaluation and support throughout an administrator's professional career. The CCL-CSLS identifies six performance expectations that describe the knowledge, skills and dispositions necessary in key areas of leadership practice.

In accordance with the *Connecticut Guidelines for Educator Evaluation*, the *Leader Evaluation Rubric* was developed to describe the indicators of leadership practice within the six performance expectations of the CCL-CSLS in a standards-based rubric with ratings across four performance levels. The *Leader Evaluation Rubric* established a common language to operationalize the six performance expectations as well as to guide professional conversations about leadership practice. The tool was well received as it promoted continuous improvement of school and district leaders; however, feedback from the field indicated the need to revise the rubric in order to remove redundancies and make it more manageable.

In February 2015, the Connecticut State Department of Education (CSDE) convened a Leader Validation Rubric Committee to begin phase one of a validation study of the *Leader Evaluation Rubric*. The committee included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. Their process began by reviewing work that was currently in progress by other organizations, as well as research into rubrics used nationally. What resulted from this intensive process is the *CT Leader Evaluation and Support Rubric 2015*.

Validation Process

The *CT Leader Evaluation and Support Rubric 2015* has been in use in many school districts or Local Educational Agencies (LEAs) since its release in 2015. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from administrators and their evaluators using the rubric and to facilitate data collection activities during the 2016–17 academic year. These activities included:

Fairness Review—Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to administrators of all grade levels and their evaluators content areas, and assignments.

Surveys—Administrators and their evaluators in districts using the *CT Leader Evaluation and Support Rubric 2015* participated in an electronic survey to quantitatively and qualitatively evaluate the *CT Leader Evaluation and Support Rubric 2015* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2014–15 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CT Leader Evaluation and Support Rubric 2015*. The *CT Leader Evaluation and Support Rubric 2017* is the result of this validation process.

As with any tool for the observation of educator performance and practice, the *CT Leader Evaluation and Support Rubric 2017* is offered as an option for use as part of a district's evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC).

Structure of the CT Leader Evaluation and Support Rubric 2017

The *CT Leader Evaluation and Support Rubric 2017* is organized into four domains and addresses leadership practices from each of the six performance expectations of the CCL-CSLS. The four domains are as follows: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. While the *CT Leader Evaluation and Support Rubric 2017* is one option to use in the evaluation and support of administrators, the CCL-CSLS still remain as Connecticut's leadership standards and apply to all Connecticut administrators. Please note that in the progression of practice across four levels of performance that the performances described in the Exemplary column are in addition to the performances described in the Proficient column. The *CT Leader Evaluation and Support Rubric 2017* also includes Potential Sources of Evidence. Each administrator and his or her evaluator are encouraged to discuss which sources of evidence would provide the most useful information about the administrator's performance and practice during the goal-setting process. The list of sources provided is not intended to be all inclusive but serves as an illustrative sampling.

Initial responses to the revised *CT Leader Evaluation and Support Rubric 2017* praise the emphasis on a leader's role in the following key areas: the alignment of school and district improvement processes; recruitment, development, and retention of an effective

and diverse workforce; commitment to equitable and ethical practices; and investment in building the capacity of others to expand and exhibit their leadership potential.

Training and Calibration

The *CT Leader Evaluation and Support Rubric 2017* may be used by evaluators who have been trained in conducting effective observations and providing high-quality feedback. CSDE-sponsored trainings include training focused on the use of the *CT Leader Evaluation and Support Rubric 2017*, as well as on the administrator evaluation and support model as a whole. Accurate and reliable evaluation of administrator performance and practice based on the domains, indicators and attributes of the *CT*

Leader Evaluation and Support Rubric 2017 can only be achieved through training, experience and professional judgement. To ensure consistent and fair evaluations across different observers and settings, evaluators need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of effective leadership practice will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer an opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CT Leader Evaluation and Support Rubric 2017* and ensure evaluators can accurately measure leadership practice as described in the indicators within the rubric.

Comparison of CT Leader Evaluation Rubric and CT Leader Evaluation and Support Rubric 2017

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized into four domains and renamed to capture the most essential skills of a leader.

CT Leader Evaluation Rubric	CT Leader Evaluation and Support Rubric 2017
<p>Performance Expectation 1: Vision, Mission and Goals: Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals</p> <p>Performance Expectation 2: Teaching and Learning Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability</p> <p>Performance Expectation 3: Organizational Systems and Safety Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources</p> <p>Performance Expectation 4: Families and Stakeholders Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources</p> <p>Performance Expectation 5: Ethics and Integrity Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others</p> <p>Performance Expectation 6: The Education System Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement</p>	<p>Domain 1: Instructional Leadership Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement</p> <p>Domain 2: Talent Management Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation</p> <p>Domain 3: Organizational Systems Indicator 3.1 Operational Management Indicator 3.2 Resource Management</p> <p>Domain 4: Culture and Climate Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice</p>

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

► Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

- 1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.
- 1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.
- 1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

► Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

- 2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.
- 2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.
- 2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

► Domain 3: Organizational Systems

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

- 3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.
- 3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

► Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

- 4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.
- 4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.
- 4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.		1.1 Shared Vision, Mission and Goals		POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE		BELOW STANDARD	DEVELOPING	PROFICIENT
EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>				
High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	<ul style="list-style-type: none"> School vision and mission statement Faculty meeting agendas, minutes, observations Parent group agenda, minutes, observations Student, parent, staff surveys Professional learning plan, content, feedback School or district improvement plan Student learning data Educator evaluation data Communications (including social media, website, newsletters, public appearances, etc.) Survey data Implementation of policies on bullying or stakeholder engagement Implementation of policies on stakeholder engagement Presence of IEPs or 504 plans; implementation for special education staff Evidence of vertical learning for curriculum staff Evidence of intra- or inter-building communication and cooperation School or district community collaborations Use and organization of community or parent volunteers Various team and committee meeting agendas, minutes, observations Data tracking parental involvement PBIS implementation Parent handbook Use of interdistrict resources and professional learning cooperative designs
School/District Improvement Plan (SIP/DIP) Plans for school and/or district may be referred to by other titles (e.g., Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the DIP or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
Stakeholder engagement	Minimally engages with stakeholders about the school or district's vision, mission and goals.	Engages stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.2 Curriculum, Instruction and Assessment						
Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment						
KEY AREAS OF LEADERSHIP PRACTICE		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
Curriculum development	Few or no processes are established to implement and/or evaluate curriculum and instruction.	Establishes inconsistent processes to implement and/or evaluate curriculum and instruction.	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> Professional development sessions Educator evaluation data Student learning data (formative and summative) Data team agendas, minutes, observations School or district improvement plan Curriculum guides Lesson plans Faculty meeting agendas, minutes, observations Teacher formative assessments Student learning goals or objectives and indicators of academic growth and development (IAGDs) 	
	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students ¹ .	Promotes evidence-based instructional strategies and practices that address the diverse needs of students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.		
	Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.		
Instructional strategies and practices						
Assessment practices						

1. Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

		1.3 Continuous Improvement				POTENTIAL SOURCES OF EVIDENCE
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>	
KEY AREAS OF LEADERSHIP PRACTICE	Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs.	Uses some data to guide ongoing decision-making to address student and/or adult learning needs.	Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.	<ul style="list-style-type: none"> School or district improvement plan Leadership team agendas, minutes, observations Faculty or departmental meeting agendas, minutes, observations Professional development plan Data team schedule, processes and minutes Data team agendas, minutes, observations Educator evaluation data, including informal or formal observations Student intervention data Parent group agenda, minutes, observations School governance council agendas, minutes, observations
	Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
	Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

2. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

		2.1 Recruitment, Selection and Retention				Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.	
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE	
KEY AREAS OF LEADERSHIP PRACTICE	Recruitment, selection and retention practices	Does not have or apply recruitment, selection and retention strategy or provide support for retention.	Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school's or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.	<ul style="list-style-type: none"> • School or district improvement plans • Educator evaluation data • Application materials and interviews • Personnel records • Leadership team agendas, minutes, observations • Professional development sessions • ED 163 • Climate survey • Retention data • Faculty or departmental meeting agendas, minutes, observations 	
	Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and/or retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.		
	Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention.	Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.		
	Supporting early career teachers	Provides little or no support for early career teachers.	Identifies general needs and provides inconsistent support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.		

3. If responsibilities do not include directly recruiting and selecting, then emphasize support for retention.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning					
Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.					
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>	POTENTIAL SOURCES OF EVIDENCE
Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	<ul style="list-style-type: none"> School or district improvement plans Leadership team agendas, minutes, observations Professional learning plan Professional learning survey or feedback Educator evaluation data
Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses limited evidence that may or may not promote reflection to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
Resources for high-quality professional learning	Provides minimal support, time or resources for professional learning.	Provides limited conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.	
KEY AREAS OF LEADERSHIP PRACTICE					

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.3 Observation and Performance Evaluation						
Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Evidence-based evaluation strategies	Evaluates staff using evidence that is not aligned with educator performance standards.	Evaluates staff using evidence such as observation, review of artifacts, collegial dialogue or student-learning data that is minimally aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<ul style="list-style-type: none"> School or district improvement plan Educator evaluation data Student learning goals or objectives and indicators of academic growth and development (IAGDs) Leadership team agendas, minutes, observations Professional development sessions Professional learning recommendations Teacher mentorship or peer support programming
	Feedback	Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.	Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff only when prompted.	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.	

Domain 3: Organizational Systems

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

Strategically aligns organizational systems ⁴ and resources to support student achievement and school improvement.		3.1 Operational Management			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>
Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	<ul style="list-style-type: none"> Schedules Student assistance team Safe school climate committees Leadership team agendas, minutes, observations Instructional improvement committees Professional development and evaluation committees (PDEC), or school-based equivalent School conditions Maintenance of facilities, playgrounds, equipment, etc. Processes for arrival and dismissal Safety procedures Use of electronic systems for student or staff data and communication Phone logs, bulletins, website Use of social media
	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.	
Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information. Fails to communicate information or data. Fails to develop and/or monitor staff with regard to data and/or progress monitoring over time.	Develops communication and data systems that provide information but is not always timely and/or accurate in doing so. Inconsistently develops and/or monitors the capacity of staff to document, monitor, and access student learning progress over time.	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	

KEY AREAS OF LEADERSHIP PRACTICE

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Domain 3: Organizational Systems

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

Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.						
3.2 Resource Management						
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE	
KEY AREAS OF LEADERSHIP PRACTICE	Budgeting	Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district.	<ul style="list-style-type: none"> School or district budget documents or processes School or district improvement plan Leadership team agendas, minutes, observations Parent group agenda, minutes, observations School governance council agendas, minutes, observations Technology plan
	Securing resources to support vision, mission and goals	Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	
	Resource allocation	Allocates resources in ways that do not promote educational equity* for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

5. Educational equity: providing equitable resources to meet diverse student, family and staff needs

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

KEY AREAS OF LEADERSHIP PRACTICE		4.1 Family, Community and Stakeholder Engagement Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.				
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
Communications		Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	<ul style="list-style-type: none"> Communications (including social media, website, newsletters, public appearances, etc.) Feedback from climate survey Parent group agenda, minutes, observations Committee membership Participation in community groups (Rotary, Lions Club, etc.) Participation in professional organizations Community groups (United Way, etc.) School or district improvement plan Family resource centers or outreach programs
Inclusive decision-making		Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.	<ul style="list-style-type: none"> School or district community collaborations Use and organization of community or parent volunteers Data on parental involvement PBIS implementation Parent handbook Use of interdistrict resources and professional learning cooperative designs
Relationship building		Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues.	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
Cultural competence* and community diversity		Demonstrates limited awareness of cultural competence and community diversity as an educational asset.	Identifies some connections between cultural competence and community diversity that strengthen educational programs.	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student. Cultural competence encompasses:

- An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community.

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

		4.2 School Culture and Climate				ESTABLISHES A POSITIVE CLIMATE FOR STUDENT ACHIEVEMENT, AS WELL AS HIGH EXPECTATIONS FOR ADULT AND STUDENT CONDUCT.	
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>	POTENTIAL SOURCES OF EVIDENCE	
KEY AREAS OF LEADERSHIP PRACTICE	Student conduct	Establishes limited or unclear expectations for student conduct, provides unclear communication about expectations, and/ or displays inconsistent implementation of standards of conduct.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	<ul style="list-style-type: none"> Discipline data Student surveys Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) Faculty or departmental meeting agendas, minutes, observations Observations of faculty Social media Educator evaluation data (professional responsibilities) Parent surveys Participation in parent meetings or school events Records of safety issues Collaboration with police and fire departments (minutes from meetings) Procedure manuals Emergency management drills Communication with parents and families Safe school climate committees Contingency plans 	
	Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Administrators.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators.		
	Positive school climate for learning	Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Maintains a school climate focused on learning and the personal well-being of students.	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.		

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.3 Equitable and Ethical Practice					
Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.					
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>	POTENTIAL SOURCES OF EVIDENCE
Professional Responsibility and Ethics	Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Connecticut Code of Professional Responsibility for School Administrators, but may fail to apply it consistently.	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	<ul style="list-style-type: none"> Transparency of policies and procedures Leadership team agendas, minutes, observations Professional organizations or memberships Feedback from colleagues, parents, community members Educator evaluation data (professional responsibilities) Faculty or staff handbook Faculty or departmental meeting agendas, minutes, observations Professional development Use of technology Technology plan or acceptable use policy Social media efforts
Equity, cultural competence and social justice	Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.	Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate.	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	
Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school's vision, mission and goals.	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.	

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 3-15-19

Person(s) submitting: Pasquale DeMatteo

Content Area: English Grade(s) 12 **Course:** English 12

Recommended Purchase:

Title or Name of Resource: Dopesick

Type of Resource: Non-Fiction and Research ISBN# 978-0399590504

Copyright: 2018 Vendor: Amazon

Address: _____

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes

No

Process used to select this curriculum resource:

This text will be used to connect to a significant cultural issue that students and their families are living through right now. This will allow for valuable discussion and written reflection on an issue pertinent to their lives.

"An instant *New York Times* and indie bestseller, *Dopesick* is the only book to fully chart the devastating opioid crisis in America: "a harrowing, deeply compassionate dispatch from the heart of a national emergency" (*New York Times*) from a bestselling author and journalist who has lived through it

In this masterful work, Beth Macy takes us into the epicenter of America's twenty-plus year struggle with opioid addiction. From distressed small communities in Central Appalachia to wealthy suburbs; from disparate cities to once-idyllic farm towns; it's a heartbreaking trajectory that illustrates how this national crisis has persisted for so long and become so firmly entrenched." ~ Amazon

Is this the only curriculum resource for this course? _____ If not, what other resource(s) will be used?

Othello – William Shakespeare

The Road – Cormac McCarthy

Educated: A Memoir (Pending)

What Every Body is Saying – Joe Navarro (Pending)

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

The high engagement level of the text will draw students into reading and discussing the narrative and research. This text also provides a framework for students to see how thorough research is conducted and transformed into a written product.

Attach a standard budget sheet to detail the purchase costs.

\$17.99 per copy (Currently 12 Students enrolled in class)

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 3-15-19

Person(s) submitting: Pasquale DeMatteo

Content Area: English Grade(s) 12 **Course:** English 12

Recommended Purchase:

Title or Name of Resource: Educated: A Memoir

Type of Resource: Narrative Memoir ISBN# 978-0399590504

Copyright: 2018 Vendor: Amazon

Address: _____

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes

No

Process used to select this curriculum resource:

This Memoir will create a high level of engagement for English 12 students and create valuable opportunities for self-reflection and class discussion.

Is this the only curriculum resource for this course? _____ If not, what other resource(s) will be used?

Othello – William Shakespeare

The Road – Cormac McCarthy

What Every Body is Saying – Joe Navarro (Pending)

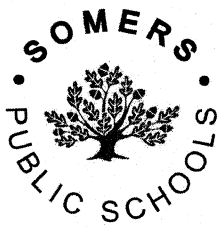
Dopesick – Beth Macy (Pending)

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

This memoir, while challenging, covers an interesting life story that can keep students interested in larger discussions about the value of education, reading, and writing.

Attach a standard budget sheet to detail the purchase costs.

\$16.80 per copy (Currently 12 Students enrolled in class)



Board of Education Administrative Report

Title of Report: Atlas Curriculum Update

Board Meeting Date: June 10, 2019

Action

Report

Information

Discussion

Submitted by: Irene Zytka

Executive Summary

Staff continues to add to their grade/subject curriculum this year. Curriculum meetings this year were focused on single grade levels and content areas. Substantial progress has been made this year on the completion of the curriculum. A pilot upload to the Somers website was provided by specific subject areas in the middle school. A significant number of staff will continue to write curriculum after the school year ends and these completed units will be added to the website. All units and mapping categories that are ready will be uploaded to the website this August after all summer curriculum writing is completed.

Report

Attached is the breakdown by grade and content of the current status of curriculum completion for the website. Please note only the unit calendars and the first four mapping categories for each unit will be available for view on the website. A snapshot of a unit calendar is attached. Mapping categories include:

Curriculum Frameworks-Identifying Established Unit Goals and Standards helps to ensure curricular alignment.

Essential Questions-What we want students to think about.

Knowledge-What we want students to know and understand about the unit or topic we are teaching.

Skills-What we want students to be able to do.



Unit	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit 1: Real Numbers	1	2	3	4	5	6	7	8	9	10	11
Unit 2: Pythagorean Theorem	1	2	3	4	5	6	7	8	9	10	11
Unit 3: Congruence and Similarity	1	2	3	4	5	6	7	8	9	10	11
Unit 4: Linear Relationships	1	2	3	4	5	6	7	8	9	10	11
Unit 5: Systems of Linear Relationships	1	2	3	4	5	6	7	8	9	10	11
Unit 6: Volume	1	2	3	4	5	6	7	8	9	10	11
Unit 7: Patterns in Data	1	2	3	4	5	6	7	8	9	10	11

School	Units Calendar completed	First 4 mapping categories completed
SES: ELA Math Social Studies Science PE Art Music Preschool	**K-5 K-5 K-5 K-5 K-5 K-5 K-5 Yes	**K-5 K-5 K-5 K-5 K-5 K-5 K-5 *---
MBA: ELA Math Social Studies Science PE Art World Language Life Skills Technology Music	6-8 6-8 6-8 6-8 6-8 6-8 6-8 6-8 6-8 6-8 6-8	*7-8 6-8 6-8 8 *--- 6-8 6-8 *--- 6-8 *---
SHS: ELA Math Social Studies Science PE Art World Language Technology (includes business, Food Service) Music	*9-12(all but Writing) 9-12 9-12 9-12(*All Honors level, AP) 9-12 9-12 *9-12 (all but new Intro to Spanish) *9-12 (All but new Robotics 2) 9-12	*9-12 College level (only) *9-12 *9-12 *--- 9-12 9-12 *9-12(all but new Intro to Spanish) *9-12(All but new Robotics 2) *---