















EDUCATOR & LEADER EVALUATION AND SUPPORT PLAN

TRUMBULL PUBLIC SCHOOLS

Committed to Excellence

2024

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

EDUCATOR & LEADER EVALUATION AND SUPPORT PLAN

Table of Contents-

TPS Mission/Vision/Core Beliefs 3

Introduction 4

Educator and Leader Evaluation and Support Plan Overview 8

Implementation of the Plan 18

- Orientation to Evaluation Process 23
- Completion of the Evaluation Process 24
- Process for Receiving Tiers of Leveled Support 24
- Process for Mutual Agreement & Dispute Resolution 27

Evaluation Conferences 29

Self Evaluation 30

Evaluation Timeline 31

FORMS

Beginning of the Year Goal Setting Form 33

Mid Year Check-in Form 35

End of Year Summative Form 36

Summative Evaluation Feedback for Educator/Leader 37

Reviews of Practice Form 38

Pre-Observation Form for Formal Observations 39

Post-Observation Reflection Form for Formal Observations 42

Formal Observation Summary Form 43

Informal Observation Summary Form 44

Level 3 Support Documentation 45

Process for Receiving Tiers of Leveled Support and Placement on a Corrective Action Plan 24

Samples of Support 46

Trumbull Educator Performance Examples of the CCT 48

Growth Criteria and Sources of Evidence-Educator 49

Growth Criteria and Sources of Evidence-Leader 50

Possible TPS Student Assessment Indicators 51

Codes of Professional Responsibility for Teachers 52

Codes of Professional Responsibility for Leaders/Administrators 54

Copyright © July, 2024, Trumbull Public Schools (TPS). All rights reserved.

TRUMBULL PUBLIC SCHOOLS
DYNAMIC LEARNING COMMUNITIES

MISSION

The Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.

OUR VISION

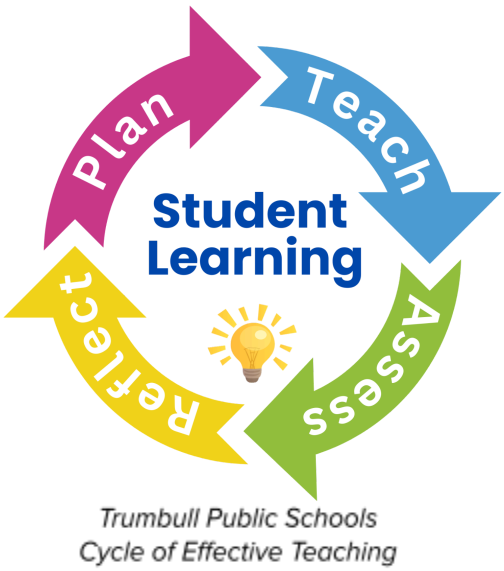
Our schools will be dynamic learning communities of responsible individuals who strive for excellence and contribute to society.

CORE BELIEFS

- We believe all individuals are capable of learning.
- We believe all individuals should have the necessary resources to achieve success within a challenging curriculum.
- We believe a family, school, and community partnership is essential to our success.
- We believe a safe and orderly environment is critical to learning.
- We believe in treating each other with dignity and respect, and value the strength of diversity.
- We believe our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe a reflective evaluation of present practices and processes is necessary in order to plan for our future.

TRUMBULL PUBLIC SCHOOLS

INTRODUCTION

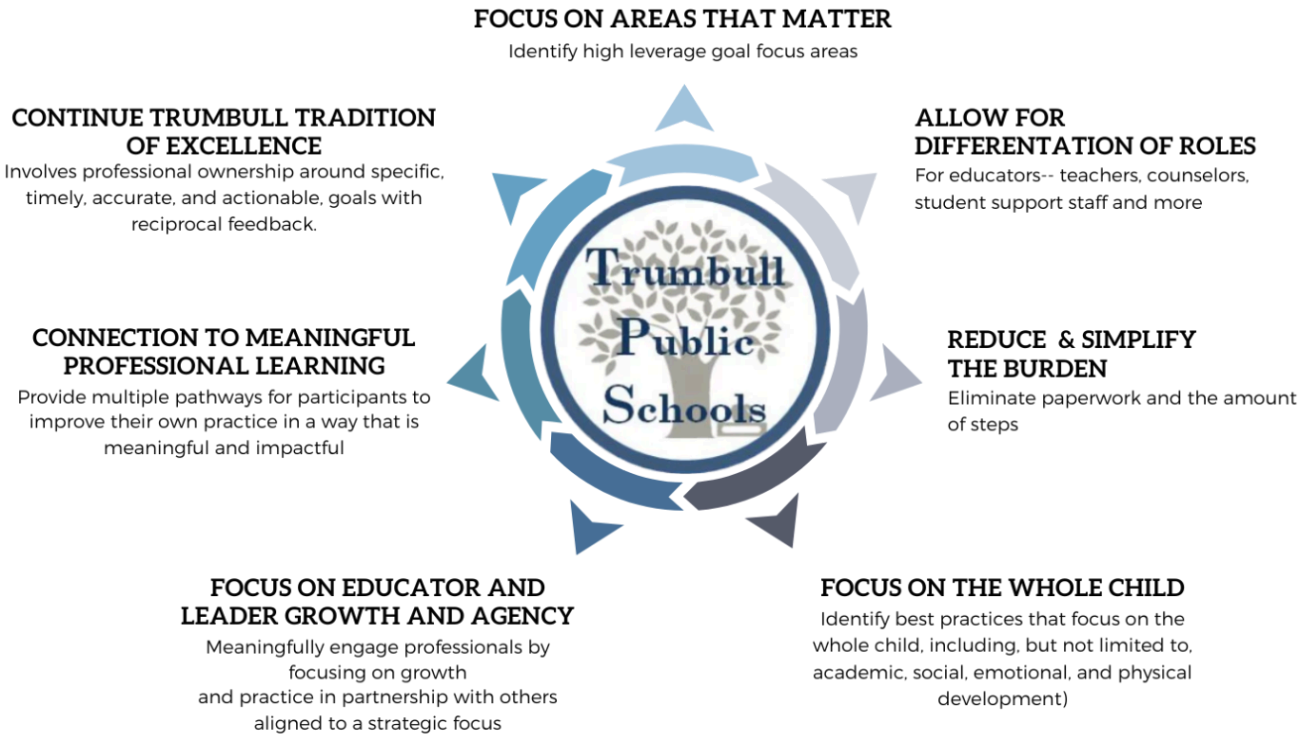


Trumbull Public Schools
Cycle of Effective Teaching

The Trumbull Educator and Leader Evaluation and Support Committee (ELESC) met to review the district Teacher Supervision, Evaluation, Professional Learning Plan in conjunction with Connecticut State Statute, Section 10-151b. New guidelines provided by the State of Connecticut in 2023 for Educator and Leader Evaluation and Professional Development were adopted by the State Board of Education. These guidelines are intended to provide for the district's ongoing and systematic assessment and improvement of Teacher Evaluation and Professional Learning programs. The ELESC has developed this document based on a previously successful teacher evaluation plan in an effort to ensure that the Trumbull present plan is as effective and high-quality as it has always been while also being *current* in its contents, *enhanced* in the plan's efficiency and delivery, and *aligned* in evaluation practices with state guidelines. The following modifications were made from the original plan:

- The title has been changed to *Educator Evaluation and Leader Support Plan.* It combines and aligns both educator and leader evaluation.
- Our performance standards have been differentiated based on educator/leader roles and the evaluation systems are based on the CCT for teachers, service providers, and leaders/administrators.
- Goals must have multiple (at least two) mutually agreed upon Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement and can have multiple measures where needed and agreed upon.
- For tenured educators and leaders, goals can be set over one or multiple years (up to three).
- Observation cycles have been amended to re-align with the number of years in education as well as in the district.
- Alignment with the Teacher Education and Mentoring (TEAM) Program required for continued certification has been incorporated.
- Forms and timelines have been streamlined for user-friendly interface and completion.
- A Leveled System of Support is included for educators and leaders needing assistance in meeting the standards associated with their role.
- The summative ratings of educators and leaders have been changed from a 4-level system to one in which educators/leaders are either a) meeting standard or b)need to follow the Leveled System of Support.

Trumbull Public Schools
Re-envisioning Educator & Leader Evaluation



This plan incorporates each of the key shifts in the diagram above. It is believed that incorporating these key shifts will result in a viable and effective system that will ensure that Trumbull educators and leaders possess the necessary skills to meet the needs of all learners and the emerging challenges of education. Allowing educators and leaders to grow both collectively and individually is at the core of our commitment.

The intent is to provide an evaluation process that assists educators and leaders in acquiring the knowledge, understanding, and skills to empower them to enact the standards set forth in the CCT documents for continuous professional improvement. To this end, supervisory interactions, professional learning opportunities, curriculum development activities, and the creation of performance-oriented student learning assessments will be purposefully designed. These activities will serve as a catalyst for the improvement of teaching in service of helping students to meet or exceed standards and embrace a love for learning on their journey to becoming fully educated citizens.

The Trumbull Education and Leader Evaluation and Support Committee (ELESC) will continue to monitor and modify the Educator and Leader Evaluation & Support Plan. They will share this work with the Professional Development for Educators Committee (PDEC) as well as the Trumbull Public School Board of Education for initial approval and updates if any changes are made.

The Professional Development for Educators Committee (PDEC) is composed of certified teachers, leaders/administrators, paraeducators, and other appropriate school personnel including representatives selected by the respective bargaining units. Per state statute Section 11 of Public Act 23-159, the union president for Trumbull paraeducators, Vincent Sarullo, was available for any questions while writing this document for the evaluation of educators and leaders. The PDEC, which includes paraeducator representation, meets cyclically throughout the year and maintains paraeducator representation as a regular member of our work.

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

Marianne Ferrari, TEA, Teacher, Jane Ryan School
Paula Teixeira, TEA, Teacher, Madison Middle School
John Evans, TEA, Teacher, Trumbull High School
Gina M. Prisco, TAA, Principal, Frenchtown School
Peter Sullivan, TAA, Principal, Madison Middle School
Ellen Spark, TAA, B-House Principal, Trumbull High School
Susan C. Iwanicki, Ed.D., Assistant Superintendent

TRUMBULL PUBLIC SCHOOLS KEY TERMS FOR EVALUATION & SUPPORT			
Position	Role	Union Representation	Example(s)
Educator (certified by state)	Certified faculty working with children	Trumbull Education Association (TEA)	• Classroom teacher • Unified Arts Teacher • Speech pathologist • School psychologist • Program leaders
Supervisor (092 certification preferred)	Certified faculty supervising educators under a primary administrator/leader	Trumbull Education Association (TEA)	• Department chairs
Leader (092 certified)	Certified as administrators by state (092) lead schools and conducts evaluation of educators	Trumbull Administrators Association (TAA)	• Building Principal • Mental Health Supervisor • K-5 Elementary Special Education Supervisor
Administrator/ Evaluator (092 or 093 certified)	Certified as administrators by the state, leads schools/district, conducts evaluations of educators and/or leaders/administrators	Trumbull Administrators Association (TAA) OR unrepresented	• Building Principal • Assistant Superintendent • Director of Pupil Personnel Services • Superintendent

TRUMBULL PUBLIC SCHOOLS

EDUCATOR AND LEADER EVALUATION & SUPPORT PLAN OVERVIEW

A. Evaluation & Support - A Cycle of Continuous Improvement & Professional Learning Toward Improved Outcomes for Students

1.

a. Professional growth requires a positive attitude based on mutual trust and respect that can be constructed only through the cooperative participation of all concerned. Every effort must be made to develop the confidence of the entire staff for the promotion of the plan and its continued operation. Experimentation, research and the exploration of new, innovative ideas or projects are encouraged as avenues of professional growth.
b. The plan proposes a definite program to bring about the cycle of continuous improvement of instruction and professional learning for educators/leaders. Under the 10-151b Connecticut State Statutes, the committee designed a program of evaluation and support for certified staff to fulfill the Basic Principles found in the Guidelines for Educator and Leader Evaluation and Support created by the Educator Evaluation and Support (EES) Council and provided by the State Department of Education.
b. The primary goal of the educator or leader evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement.
c. The evaluation process of this plan fulfills all the prescribed requirements of the Superintendent of Schools and the Board of Education.

2. In compliance with state statutes, all certified staff will continue to be evaluated annually in the following manner: annual goal setting, formal and informal observations and conferencing, mid-year reviews, Standard Reviews of Practice, and an annual performance summary/evaluation, Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement , and reflection.

3. Trumbull Public Schools values educator and administrative leadership at the core of successful educational programming. Educators and leaders are encouraged to take on leadership roles (peer coaching, mentors, workshop presentations, committee participation, curriculum development, etc.) and share these roles within Reviews of Practice with their supervisor/evaluator.

4. Supervision is ongoing and direct: formal observations, informal observations and conferencing. Improvement comes about best when there is prompt feedback. Feedback should be aligned to agreed upon standards and based on professional practice. The feedback and artifacts may include indicators of student learning, but must also include indicators of professional practice and growth. Feedback should be

composed of multiple and varied quantitative and qualitative indicators of professional growth. Immediate feedback has been shown to be an effective way to improve instruction when combined with self-evaluation.

5. In order to ensure that improvement of student learning takes place under this plan, the educator or leader must be an active participant, working directly with the evaluator and/or supervisor.

a. In the Goal Setting Conference, the principal or administrator and/or supervisor, and the educator or leader meet to develop goals mutually agreed upon Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement for the year(s) according to job descriptions and/or district or school goals.

b. Observations and conferences are the primary means by which the supervisory cycle is carried out. Conferences centered on student learning and professional growth will serve as the primary means of the supervisory process. Progress toward goals will be regularly discussed at supervisory conferences through:
    - Feedback (both qualitative and quantitative) aligned to agreed upon standards
    - The Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement
    - The degree to which the educator or leader meets the requirements of the standards associated with their role (eg. Common Core of Teaching (CCT))
    - Student/Educator outcomes.

c. The End of Year (EOY) Educator or Leader Summative Review and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement as well as the professional learning of the educator or leader in reference to the associated professional standards. Reference to school and/or district impact should be included as is applicable. These will be discussed at the end of the year conference.

6. Improvement of instruction requires on-going reflection and collaboration. Supervision should support cooperative learning toward a common end for professional learning and growth in student outcomes.

7. The educator or leader, as well as the supervisor and/or evaluator, may initiate observations or conferences throughout the course of the year. Any of the above may seek assistance from support personnel.

8. a. A supervisor is any person who has the responsibility to carry out aspects of the Evaluation and Support Cycle that requires a co-signature from a designated evaluator. This person may be a Department Chairperson, or anyone so designated.

   b. An evaluator is an administrator who has the responsibility to carry out and/or finalize the Evaluation and Support cycle of this plan. All educators and leaders are assigned a primary evaluator that holds an 092 or 093 certification.

B. The Common Core of Teaching/Effective Service Delivery, Connecticut Leader and Support Rubric, and Other Professional Standards Documents

One of the primary goals of this plan is to allow flexibility and reinforce and strengthen the specific aspects of an educator's or a leader's ability to positively influence student learning as outlined in the associated professional standards. The ELESC has selected standards associated with educator and leader positions as listed below. These standards will be used as a primary tool in the supervision/evaluation of staff. These standards are linked to this document and may be referenced during the supervisory process.

- The Common Core of Teaching (CCT) for Effective Teaching
- The Common Core of Teaching (CCT) for Effective Service Delivery
- The Connecticut Leader Evaluation and Support Rubric

For educator roles that are not stipended and that are not solely classroom-based, *a supplemental reference* regarding teacher leadership is provided in order to supply model standards for the teacher leadership strands of that component of their position.

- The Teacher Leader Model Standards

These documents are also linked on the Trumbull Public Schools website. Hard copies are available upon request.

C. Self-evaluation / Self-reflection

1. Self-evaluation/self-reflection is an important factor in the entire plan. Improvement requires: 1) a perceived need for professional growth, 2) a desire to improve, 3) a plan developed to bring about the improvement, and 4) a follow-up assessment. The job description, including the competencies articulated in the standards associated with one's role, should serve as a guide.

2. Self-evaluation/self-reflection is intended as an aid to the educator and/or leader in ongoing efforts toward self-improvement. Evaluation involves critical thinking and data-based analysis of student and professional growth. Collaboration and the inherent coaching involved in exemplary supervisory conferences should assist the educator in self-evaluation practices.

3. Multiple and varied sources of data including classroom observation, student work, educator-constructed assessment tasks, rubrics, standardized test information, standard review of practice, and school records will be used for educator/leader and evaluator analysis to assist in determining student progress over time and the progress of educators/leaders in achieving professional standards. These measures will also serve as a stimulus regarding decisions relative to grouping and regrouping, remediation, and enrichment for students.

4. Trumbull's Educator and Leader Evaluation Support Plan places a high value on the self-evaluation/self-reflection process as a means of continuous improvement for teaching and learning. When implemented with integrity and professionalism, self-evaluation/self-reflection serves as a valid and reliable measure of educator/leader effectiveness.

D. Written and/or Electronic Records

1. Mutually developed written records with signatures (or e-signatures) of both the supervisor/evaluator and educator or leader are essential for continuity, clarity, and understanding, with access to a copy retained by each party.

2. The End of Year Summative Review requires signatures of the educator/leader and the evaluator, and the supervisor as appropriate. In the event any party disagrees with an evaluation, it shall be so noted on the document via an addendum. If any issues/concerns arise, the educator or leader may request an additional conference with the supervisor/evaluator.

3. A copy of all records related to an educator's or leader's performance shall be retained in a file kept by the evaluator (and supervisor as appropriate).

4. Supervisors may report on tenured educators who are evaluated as meeting standards. Any evaluation and support forms completed by a supervisor, shall be sent to the Leader for review. Supervisors must refer those who are in danger of *not meeting standard* to their Leader for evaluation by March 1st.

5. Leaders will serve as the primary evaluator for educators who are receiving Level 3 support and for those on a Corrective Action Plan (CAP). Leaders will implement a support plan based on the Leveled Systems of Supports for Educators.

6. Leaders will evaluate all non-tenured educators.

7. A copy (printed or e-access) of the End of Year Summative Review shall be kept in the Leader's file, the supervisor's file as appropriate, and provided to the educator/leader.

8. It is recommended that each educator and leader maintain a file (electronic and/or hard-copy) of all documents.

9. It is essential that all forms and procedures used in this plan be standard and consistent throughout the system.

E. Confidentiality

1. All records of supervisors are confidential in that they are not available to anyone except the educator/leader and supervisor/evaluator.

2. Written self-evaluations are confidential in that they are available only to the educator/leader and the supervisor/evaluator, as appropriate.

F. Job Descriptions

1. The Common Core of Teaching (CCT) for Effective Teaching, The Common Core of Teaching (CCT) for Effective Service Delivery, and The Connecticut Leader Evaluation and Support Rubric for serves as a generic job description for all educators/leaders as employed under the Superintendent of Schools. Along with these documents, individual job descriptions serve as the basis of the Educator and Leader Evaluation Support Plan. The job descriptions can serve as guides for writing goals as well as Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement .

2. The accountability relationship is clearly stated in job descriptions and is inherent in the competencies found in The Common Core of Teaching (CCT) for Effective Teaching, The Common Core of Teaching (CCT) for Effective Service Delivery, and The Connecticut Leader Evaluation and Support Rubric (CLES).

3. Job descriptions are reviewed and updated as needed.

G. Multiple Measures of Student Growth and Achievement, and for leaders, Multiple Measures of Educator Growth and Achievement

1. The Educator and Leader Evaluation Plan considers professional learning goals and objectives to be foundational to its implementation for continuous professional learning and improvement. Annual professional learning goals and objectives should be established mutually between educators/leaders and respective evaluators (with supervisors as appropriate). They should be open to revision as the need arises and as deemed appropriate by educators/leaders and their evaluator(s). The development of goals and Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and

Educator Growth, and Impact on Student Learning, Growth, and Achievement includes review of the following:

a. District goals, objectives, measures, and initiatives as stated in the annual District Improvement Plan (available through building leaders/administrators and on our district webpage).
b. School goals, objectives, measures, and initiatives as stated in the annual School Improvement Plan (available through building leaders/administrators and on our district webpage).
c. Department and/or grade level goals and objectives, measures, and initiatives.
d. Standards within the CCT/CCL/CLES associated with the role of the educator or leader.
e. Previously established goals and Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement objectives
f. Any relevant student data.

2. A professional cycle is intended to begin with the establishment of professional learning goals, objectives, multiple indicators of student learning, growth and achievement, (and their related action plans for educator/leader and organizational growth) followed by data or evidence collection, analysis, and monitoring. Through reflection and collaboration between the educator/leader and evaluator, the degree to which progress is made on goals can be determined.

H. <u>Educational Program – Curriculum and Assessment</u>

1. Because high quality instruction is a primary goal of the evaluation program, a review of curriculum and assessment is an integral part of the process.

2. The plan could, in effect, bring about necessary changes in curriculum and assessment, procedures, and/or methods that are the result of collaboration among staff members. To this end, peer collaboration and shared decision making activities are encouraged.

3. An appraisal of the educational program and specific curriculum and assessment should be an integral part of the district's continuous improvement efforts. Development of goals and their outcomes may prompt program and curricular appraisal, at times giving rise to recommendations for curricular review and revision.

I. Support System for Educator and Leader Professional Learning and Growth

These professional learning opportunities shall be clearly linked to the specific outcomes of the evaluation process of the individual.

1. The plan includes a support system for effective implementation, which includes time, training materials, space resources, communication and personnel. It is a continuous learning process for educators and leaders which includes professional learning goals, strategies, timelines, resources needed, and intended outcomes for professional growth. This process is discussed at the orientation at the beginning of the year, goal-setting, mid-year and end of year conferences systematically as defined in this document.

2. An orientation or training program is necessary in order to acquire a comprehensive understanding and commitment to the educator evaluation plan. Leaders, supervisors, evaluators and educators/leaders will be trained in key phases of the plan in order to ensure success prior to its implementation.

3. To support an educator's/leader's awareness and understanding of the plan and its evaluation criteria, building-based meetings will take place. These meetings shall be followed, as needed, by small group meetings (Department, House, grade level, team, etc.) for purposes of clarifying the plan's concepts and procedures during the goal-setting conference. In addition, educator/administrator supervisory conferences should serve to provide personalized opportunities for clarification of the plan, and a deeper understanding of its applications. In addition, to the degree that it is feasible to do so, educators/leaders will be provided time to collaborate on common goals and their implementation.

4. To assist leaders/educators in providing reliable, consistent, and appropriate assessment of teaching and leading, training will be provided in the following areas:

    a. assisting educators with self-evaluation
    b. the use of multiple indicators of student/educator/leader growth and achievement
    c. using goal setting for professional growth
    d. providing meaningful and actionable feedback (both qualitative and quantitative)
    e. the role of peer coaching and assistance
    f. interpersonal relationships
    g. conferencing and supervisory techniques
    h. procedures of the plan
    i. use and knowledge of the rubrics– (CCT, CLES, TLMS and/or Teacher Leader Model Standards)

5. In order to assist leaders in meeting the expectations of their performance, training will be provided based on need, either individually, or as a group through a district Professional Learning Community, regarding:

    a. Educator evaluation and supervision for improved performance

b. Standards associated with the educator and leader evaluation and support plan (CCT, CLES, TLMS)
c. Data collection and analysis for improved decision making and school improvement
d. Technology as a tool for effective school management and enhanced teaching and learning
e. Curriculum standards and their alignment with what is taught and tested.
f. Research-based learning to differentiate instruction.
g. Collaborative leadership strategies for school improvement
h. Effective management of staff, facilities, and policy implementation
i. School climate and safety

6. Trumbull's plan provides for peer support in the following ways:

   a. Beginning educators and beginning leaders/evaluators new to Trumbull will have regular contact with assigned mentors in their discipline area whenever possible during the first and second years of teaching or leadership. It is important for mentors to assist educators in completion of the TEAM initiative, just as it is vital that new leaders have guidance on district procedures, policies, and initiatives..
   b. New educator and leader orientation is provided for all educators and leaders that are new to the district.
   c. Ongoing collaboration between and among educators and leaders is provided through curriculum development and professional development activities
   d. Content area and grade level specialists (department chairs, instructional chairs, team leaders, and lead educators) provide collegial assistance for purposes of ongoing professional development and growth
   e. Opportunities are provided for educators and leaders, as needed or requested, to discuss teaching and learning methods within and across grade levels and content areas.
   f. Educators and leaders experienced in effective classroom instruction, effective leadership practices and various other research-based "best practices" are encouraged to share their knowledge with colleagues. Provision of time for such sharing and peer coaching opportunities and peer observation shall be made by the administrator.
   g. The attendance at workshops/conferences on methods and strategies is encouraged.

7. The district provides levels of support for individual educator and/or leader improvement and remediation via the Level of Support and Corrective Action plan as needed. Please see the section entitled Process for Placement: Leveled Assistance Support Plans for more information.

8. A comprehensive and relevant professional learning program will be designed to promote career development as well as the improvement of instruction and to supply training in needed techniques, skills, methods, etc.

9. Professional Learning Days are built into the school calendar to address student and educator/leader learning needs, and as a means of meeting district and school goals. Faculty, department, and grade level meetings, as well as workshops, seminars, and study groups are organized by the Assistant Superintendent, Principals, Program Leaders, Instructional Team Leaders, Department Chairs, Supervisors, Technology Integration Specialists, and other specialist positions for purposes of learning opportunities for educators. Common planning time will allow time for educator collaboration at all levels.

10. In addition to the opportunities mentioned above, the district maintains a professional learning calendar for leaders which includes monthly principals' meetings and monthly Leading & Learning Professional Learning Community (PLC) meetings. These meetings include discussion of leverage items associated with achieving both district and school goals as well as Instructional Rounds in which educators and leaders work together to improve instruction (City, Elmore, Fiarman, & Teitel, 2009). Additionally, the district maintains Equity Leadership Teams at the central office, district, high school, middle school, and elementary levels.

Educator and Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting Completed by October 30th

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in Completed by 1st Week in February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection Completed by 15 Days Before School Ends

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

IMPLEMENTATION OF THE PLAN

A. Orientation to Evaluation Process

The district has established the following components of the orientation process:

- The orientation process occurs prior to the start of the continuous learning process and goal setting each year.
- The orientation for new Trumbull educators/leaders includes an overview of the Educator and Leader Evaluation and Support Plan.
- Each school and/or evaluator offers follow-up support for new Trumbull educators/leaders: detailing, clarifying and explaining the Educator and Leader Evaluation and Support Plan.
- Faculty meetings held at each school in the fall include all components of the Educator and Leader Evaluation and Support Plan.
- The District provides mentors via the Teacher Education and Mentoring (TEAM) program for each educator as well as mentors for new leaders to Trumbull Public Schools.

B. Calibration

Annually, leaders/evaluators/supervisors receive training in observation and supervision in order to provide high quality feedback. Additionally, all leaders will participate regularly in districtwide meetings that discuss strategy, programming, and progress on goals. If the superintendent and/or their designee determines an administrator/supervisor is not demonstrating proficiency, additional support and calibration training will be provided.

C. Goal Setting

Dialogue throughout the professional growth cycle begins with self-reflection/ self-assessment about impact of professional growth and self-reflection. Throughout each of the following steps, educators/leaders are encouraged to engage in the process of continual reflection as further described on page 26 in the section *Self Reflection*.

1. The educator/leader and administrator (or the supervisor, as appropriate) will develop mutually agreed upon written goal(s) for the coming year on the Beginning of the Year Goal Setting Form. Goal(s) should be designed in accordance with the job description or district/school goals and Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement .

   District, school, and individual professional learning goals (job description or standards from CCT, CLES, TLMS) will be related. Goals and Multiple Measures of

Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement must relate to the improvement of student learning, growth and achievement and/or the whole child. It should also be related to building and district goals. As appropriate, goals may be extended for more than one year (and up to three) to allow the educator/leader to pursue an initiative in greater depth.

2. Once the focus for the mutually agreed upon goal(s) has been established, specific plans for achieving each goal, and expected Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement will be developed. The action plan should include a set of objectives or activities, a timetable, materials needed, suggested techniques/methods to be used, restrictions or restricting conditions anticipated, identified student group or individual problems, if available. Methods of assessment for goal attainment should be stated through Multiple Measures of Student/Educator/Leader Learning, Growth, and Achievement). For leaders, goals should also include additional measures of organizational health. This process, in effect, establishes the beginning of the self-evaluation program.

3. The goal(s) and Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement may be revised or modified at any time during the school year by mutual agreement between the educator/leader and supervisor/administrator.

D.1 Observation of **Educator Practice**

1. Pre-Observation Form for *Formal Observations*
   A pre-observation conference (Pre-Observation Lesson Plan Form for Formal Observations) should be conducted for all formal classroom observations.

   Lesson objectives/learning expectations, differentiated instructional and assessment strategies for the upcoming observation should be articulated by the educator to be observed, and documented on the Pre-Observation Lesson Plan Form for Formal Observations

2. Observations of Practice in the Educational Setting

   a. An observation is a collaborative process in which the observer collects information and data in relation to the focus of observation and/or the standards to provide feedback to the educator.

   b. Goals and Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator

Growth, and Impact on Student Learning, Growth, and Achievement (to improve student learning) may guide data collection during observation. For non-tenured educators, or those on a Leveled Support Plan, the number of classroom visitations is outlined in the evaluation timeline (pg. 30) to ensure that support is available to meet district expectations, and to accomplish previously established goals and objectives.

c. Informal observations of practice may be announced or unannounced. There should be a clear understanding that every educator will be observed each year and should be given timely verbal and written feedback as outlined in the plan.

d. All formal/informal observations of practice within the Evaluation Cycle are followed by verbal and written feedback. Feedback and artifacts may include indicators of student learning as well as professional growth. It should be composed of multiple and varied quantitative and qualitative indicators.

e. Informal observations of practice do not require a pre-observation conference. Informal observations of practice are intended to provide opportunities for feedback, supplemental coaching, and conversation as needed.

3. Post-observation conference

a. Each formal observation must be followed by a conference to discuss the observed practice, if possible within three (3) school days, so that the educator and evaluator can discuss the observation while it is fresh in the one's memory. Collaborative discussion based on the standards (from the CCT, CLES, TLMS) and outcomes of the observation remain the goal of all observation-based conferences. Follow-up observations and/or conferences can be requested by the educator, supervisor, or administrator.

b. The Post-observation Reflection Form for Formal Observations will be used by the educator.

D.2 Observations of **Leader** Practice-

Observations of the standards contained in The Connecticut Leader Evaluation and Support Rubric (CLES) occur throughout the school year within the continuous learning process for leaders. Leaders identify high leverage goal(s), which provides a focus for the strategic evidence collection and feedback they receive during the year. Through various types of observations, evaluators of leaders:

- Provide leaders with feedback (both verbal and written) based on evidence, standards, and the leader's goal(s);
- Ensure timely access to planned support(s);
- Analyze evidence of leader practice and progress toward goal(s) through multiple sources of evidence; and

- Support leaders in their pedagogical and leadership growth towards positive student outcomes for all.

Below is an overview of leverage types of observation for leaders which take place throughout the school year.

1. **Site Visits** - Trumbull Public Schools conducts regular site visits for school leaders. For non-tenured leaders, a minimum of four (4) school observations will take place during the school year, at least two (2) of which should occur by January. For tenured school leaders, two (2) site observations must take place by June.

   Evaluators of leaders intentionally plan site-based visits around a focus area related to the leader's goals and/or priorities for the school and/or district. This focus ensures that time allocated for the visit is used effectively to gather evidence and to provide meaningful feedback. The three primary types of site visits practiced in Trumbull are:
   a. Leadership Walkthroughs- site-based leadership walkthroughs are a tool to observe leadership, teaching, and learning as they are occurring in the school environment or educational setting. Frequently this time is used to discuss leverage strategies being applied to reach goals for the leader, the school organization, and/or students as a whole.
   b. Meeting Observations- site-based meeting observations can also be used to observe leadership as well as organizational strategy and growth. Additionally, this type of observation is used to observe for productive practices, consistency, and calibration of common structures (eg. intervention team meetings, PPTs, and/or faculty meetings).
   c. Instructional Rounds- Approximately three times a year, on a rotating basis, select schools participate in the Instructional Rounds process. The instructional rounds process provides a disciplined, collaborative way for schools and districts to:
      - Diagnose learning needs for students and educators
      - Focus on and improve learning tasks
      - Develop (or improve upon) a shared vision of high-quality teaching and learning.

      Instructional Rounds are another potential avenue for leaders to demonstrate their leadership and professional growth in connection to their organizational goals for educators and students' learning.
2. **Professional Engagement Observations**- The leader's effectiveness in leading strategic change in association with the CLES can often be observed through their leadership in conducting or participation in meetings or school events. The following meeting types are examples of settings in which leaders may be observed in relationship to their goals:
   a. District meetings
   b. School-based meetings
   c. Committee meetings and participation
   d. School events
3. **Observations of School Communication/Artifacts**- Lastly, observations of communication and promotion of leverage ideas can also impact the conditions of effective school practices. As such, leaders may also be observed through their regular

communications and by submitting school artifacts that align with their school and/or district goals.

a. School newsletters, photos, and/or flyers
b. Professional learning session slide decks
c. Event agendas or overviews
d. Emails from stakeholders
e. Other artifacts as self-selected by the school leader

E. Mid-Year Check-in Form & Conference

All non-tenured and tenured educators/leaders must attend a mid-year progress meeting and complete a Mid-Year Check-in Form. At this point, educators and leaders will review with evaluators their Goal(s)/Objective(s) and may adjust goal(s) and Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement, if needed.

F. End-of-Year Conference Procedures for All Educators/Leaders

1. Before the year-end meeting, all educators and leaders will prepare an End-of-Year Goal Outcomes & Reflection Form. The form will include progress on goals, evidence that objectives have been achieved, reflections on the professional practice/growth standards associated with the role as well as impact on student learning, growth and achievement. For leaders, the form will also include organizational health and educator growth.

2. Through the reflective process, self-assessment and relevant data should be brought to the year-end meeting with the supervisor/evaluator so that, as appropriate, it can be incorporated into the annual performance summary that is written by the evaluator.

3. This written reflection form must be developed prior to the year-end meeting.

4. The year-end conference with the supervisor/evaluator will provide an opportunity for celebrating the accomplishments of all educators/leaders, and establishing future directions for continued growth and development.

5. Participants in the year-end conference must bring pertinent measures of accomplishment and data such as communication logs, meeting outcomes, student work samples, student test scores, evidence of successful Reviews of Practice, and anecdotal notes.

6. While all conferences are intended to promote the growth of the educator/leader and by their nature are important, the year-end conference is considered a summative evaluative element in the supervisory process.

7. The evaluation requires at least two (2) signatures- the educator/leader and the supervisor/evaluator, or the leader and evaluator, as appropriate with a copy to all parties (either hard copy, original, or e-copy).

8. It should be noted that although written Summative Evaluation Feedback should strive to be a collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If an educator or leader strongly disagrees with the Summative Evaluation Feedback that is written (or supplemented by a supervisor,) the educator or leader should add a statement relative to the nature of the disagreement before signing the summative evaluation document and/or use the dispute resolution process.

G. Evaluation Procedures

1. Accountability criteria and performance standards by which all educators and leaders are evaluated are provided in the Common Core of Teaching (CCT) for Effective Teaching, Teacher Leader Model Standards, the Common Core for Effective Service Delivery and\or The Connecticut Leader Evaluation and Support Rubric. Certified staff shall be evaluated annually.

2. Procedures established in this plan shall not supersede contractual agreements.

3. The only acceptable forms for educator/leader evaluation exist within this plan.

H. Completion of the Evaluative Process

Educators and leaders shall complete an End-of-Year Form to share a summary based on the agreed upon professional learning standards and goals. The Annual summary needs include a distinction of the educator's/leaders successful completion of the evaluative process. Criteria for successful completion includes:

- Reflection supported with evidence of the impact of the educators'/leaders' new learning on their practice/professional goal.
- The impact the educators'/leaders' new learning and practice had on student learning, growth, and/or achievement, supported by evidence (both quantitative and qualitative), and for leaders, organization health as well as leader and educator growth.
- Next steps.

These outcomes, both verbal and written, will be recorded on the *Summative Evaluation Feedback for the Educator/Leader* form as a result of the annual summative evaluation meeting.

I. Transfer Procedure

It must be understood that the transfer procedure is not a normal part of the evaluation program. It comes into play only when collaboration between the supervisor and the educator/leader has not resulted in significant improvement in performance.

J. Process for Receiving Tiers of Leveled Support and Placement on a Corrective Action Plan

Trumbull Public Schools believes in providing support for all educators and leaders. Ongoing training to ensure all stakeholders understand differentiated supports and processes is at the heart of the Professional Development and Evaluation Committee (PDEC)'s work. The processes below outline levels of support educators/leaders may receive.

New Hires

Under Connecticut State Law § 10-151(a), a certified employee must be employed for at least ninety calendar days before the new hire is considered a "teacher" under the Teacher Tenure Act. Accordingly, an employee is in a "super-probationary" status until he or she completes the required ninety (90) calendar days of employment. During this time, newly employed educators/leaders are entitled to union representation with regard to disciplinary action. However, the decision to terminate the employment of this employee will not be subject to the provisions of the collective bargaining agreement. For this reason, Trumbull Public Schools remains committed to providing feedback for educators/leaders prior to the end of the first 90-days of their employment.

Process for Tiers of Leveled Support

Trumbull offers three (3) tiers of Leveled Support for educators/leaders. Supports should be proactively initiated with appropriate rationale or evidence. Advancement in tiers of levels of support is a determination made by the evaluator/supervisor with prior notification to the educator/leader. Feedback, tied to standards that identifies areas of strength and areas for advancement, should be in place prior to an educator/leader advancing to a level two or three support. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing tiers or levels of support (Level 2: Intermediate-Support, and Level 3:Intensive Support). All Level 2 and 3 supports shall be developed in consultation with the educator/leader. Educator/Leaders in need of Level 3 Supports must meet with the evaluator and their exclusive bargaining representative for certified educators or leaders. All supports should have a focus area, timeline, assistance measures, and indicators for success. Success or failure at Level 3 may determine if an employee is put on a corrective action plan.

A Corrective Action Plan is used if the educator/leader is unable to document sufficient evidence of progress toward the identified goals for improvement. The outcome of such a plan, where applicable, may determine a change in contract status. A maximum time limit is a part of this procedure. This period should be long enough to bring a conclusion to the problem and not so long as to keep the procedure in effect for an extensive period of time. A maximum period of time for a Corrective Action Plan will be one year.

Awareness of Supports and Levels: Within this plan, the observation cycle ensures that the Administrator/Evaluator will provide written feedback to educators/leaders regarding the multiple indicators within the standards associated for their role– such as: The Connecticut Common Core Teaching Standards, Teacher Leader Model Standards, the Criteria/Connecticut Common Core of Teaching for Effective Service Delivery and The Connecticut Leader and Evaluation Support Rubric. All educators/leaders are provided with proactive universal practices and Level 1 support as needed.

In cases where educators/leaders need more support, additional levels will be provided in a tiered system. Areas of focus for such support should be noted by the Administrator/Evaluator within observation forms and/or a combination of other forms of notification (verbal, email, or other). Below is a description of the levels of support provided.

Level 1- Universal Supports
Purpose: The purpose of the Level 1 Supports is to provide high quality professional learning to improve professional practice over time for *all* educators/leaders. The existence of these supports make it possible to focus on professional growth. In designing Level 1 Supports, the focus is on quality assurance within an area of evaluator-identified need. The educator/leader may consult with peers/coaches/mentors as desired. These types of support are provided for any educators/leader at times. For example, a few areas where supports may be needed: an educator new to grade level, an educator/leader unfamiliar with shifts in legislation needed for PPTs.

Level 2- Intermediate Support Level (Self + Expert/Coach/Mentor)
Purpose: The purpose of Level 2 Supports are to provide intermediate professional growth support and assistance to educators/leaders who have received Level 1 supports and need more frequency, time, and/or alternative supports to meet the intended outcomes or goals. The existence of this additional layer makes it possible to focus on professional growth with an assigned mentor, coach, or peer. In designing Level 2 Supports, the focus is collaboratively discussed within an area of identified need. At this level, the educator/leader should expect an increase in frequency of observations.

Level 3- Intensive Support Level (Self + Expert/Coach/Mentor + Peer + Reflective Journal, Increased Frequency), Union Representation Required-
Purpose: The purpose of the Level 3 Supports are to provide intensive professional growth support and assistance to educators/leaders who received Level 1

and Level 2 Support and further concentration is needed for growth in a target area. The existence of these supports makes it possible to focus on professional growth with an assigned mentor, coach, or peer. At this level, the educator/leader should expect an increase in frequency of observations. Level 3 Supports should be documented using the district form (see page 42). Level 3 supports shall be developed in consultation with the evaluator, educator/leader, and their exclusive bargaining representative for certified educators/leaders pursuant to C.G.S. §10-153b. The start date and duration of time that an educator/leader is receiving this level of support should be clearly documented.

Formal Corrective Action Plan (CAP) (No more than one year)-
All three levels of support must be implemented prior to the formulation of a Corrective Action Plan. If an educator/leader is unable to address concerns through tiered levels of support, a formal corrective action plan will be developed. All CAPS will be developed with the educator/leader, evaluator, and the exclusive bargaining representative in response to educator/leader needs.In this case, the activities in the CAP become the priorities for the educator/leader's professional learning while the CAP is in effect. Evidence of progress will be collected by the educator/leader and the evaluator(s). Progress toward the identified goals for improvement must be discussed during any related post-observation conference, documented in the personnel file, and reviewed at the annual summary conference or the mid-year evaluation, when applicable.

The Corrective Support Plan is separate from the normal educator/leader growth model and must contain:

- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- well-defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

1. Where a supervisor is involved with the supervision and evaluation process, the supervisor must not be involved in the determination of contract status.

2. The supervisor's responsibility is to aid the educator/leader in solving the focus area of concern within the identified standards associated with their role. Once a CAP has been developed, the supervisor and/or evaluator assists the educator/leader in achieving the recommended improvements and the fulfillment of goals/professional learning within the CAP.

3. The CAP should not be a surprise to the educator/leader if the evaluator/leader (or supervisor as appropriate) has fulfilled their responsibility by being honest and forthright in all conferences and dealings with the educator/leader. The process will be the result of prior conferences and meetings in which the evaluator and educator/leader have addressed the concerns that resulted in placement of the educator or leader on CAP after receiving multiple levels of support. Classroom

visitations, pre and post-observation conferences, and ample opportunity for educator/leader reflection and self-evaluation must be provided.

4. When deemed appropriate, counseling and support will be suggested and offered through Human Resources, peer coaching, and associated union representation.

5. When the educator/leader has performed to the expected standards associated with the CAP and the evaluator determines that the problem is resolved, the educator/leader is reassigned to a lower level of support or removed from the CAP.

6. If the educator/leader is unable to satisfactorily resolve the area of concern through a formal CAP, then termination may be recommended to the Superintendent.

K. Process for Mutual Agreement & Dispute Resolution for Aspects within the Educator & Leader Evaluation Support Plan

In the event that the educator or leader and the evaluator/supervisor cannot agree on the goals/objectives, the evaluation period, feedback or the professional development plan, a second meeting shall be convened so that the educator/leader can bring a peer advocate to strive for a mutual agreement. If no resolution can be reached, the disagreement will be forwarded to a meeting between the educator with a Trumbull Education Association (TEA) representative and the evaluator with a Trumbull Administrative Association (TAA) representative will take place with the Superintendent or their designee for resolution. For disputes involving leaders, the Superintendent is the final decision maker when a resolution cannot be reached.

The written performance summary needs to include the educator's / leader's successful completion of the evaluation cycle. It should be noted that although the written performance summary should strive to be a collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If an educator or leader strongly disagrees with the year-end assessment that is written or supplemented by a supervisor/evaluator, the educator or leader should add a statement relative to the nature of the disagreement before signing the document.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement of the educator and/or leader.

L. Definition of Terms

Professional Learning / Growth Goals are long-range statements of aims, directions, and patterns of improvement. Goals may be set for one (1) to three (3) years.

Multiple Measures of Student Growth and Achievement and for Leaders, Multiple Measures of Educator Growth and Achievement, are short-range statements which are

specific, time limited, and achievable over a period of one year or less. Multiple Measures of Student Growth and Achievement and for leaders Multiple Measures of Educator Growth and Achievement objectives facilitate the attainment of long-range goals as aligned with CT Guidelines 2023.

M. Guidelines for Writing:

- Goals and Lesson Objectives
- Multiple Measures of Student Growth and Achievement for educators
- Multiple Measures of Educator Growth and Achievement for leaders

Objectives, and Lesson Objectives

1. Goals and measures must be written by those who are responsible for achieving them.

2. Goals and measures must be mutually agreed upon and be sufficiently challenging and appropriate for the educator's experience and stage of development.

    a. Goals and measures must have objectives that are specifically identified.
    b. It is acceptable to seek suggestions or help in setting goals, measures, and objectives (peer assistance appropriate here).
    c. Discussion, deliberation, and negotiation are encouraged in order to avoid unrealistic and/or inappropriate goals.
    d. Pressure or coercion, implied or otherwise, must not be used to obtain agreement.

3. Goals, measures, and lesson objectives must state in observable terms the specifics to be accomplished. It is best to use action verbs when writing goals, objectives, and lesson objectives.

4. Goals, measures, and lesson objectives must relate to the individual's role. An individual's goals must be compatible with content/grade, school, and district goals. Where possible, collaboration on setting common goals across grade levels, teams, and/or departments is encouraged.

5. Goals, measures, objectives will be discussed with the evaluator (or supervisor as appropriate). They will then be stated in writing with signatures of all parties affixed to each copy and will be referred to in conferences throughout the year.

6. Goals, measures, objectives must be realistic and attainable.

7. District forms must be used throughout this process.

EVALUATION CONFERENCES

The Trumbull Educator & Leader Evaluation and Support Plan requires a number of evaluation conferences with varying purposes. Each evaluation conference is designed to accomplish a certain objective. There are a series of meetings, usually between the educator/leader and the supervisor/evaluator, structured to ensure communication, cooperation, collaboration, and continuity of the educational program. To this end, effective conferencing requires all participants to prepare for the meeting.

Conferences should be based on goals and feedback aligned to agreed upon standards are based on professional practice goals as agreed upon during goal-setting. The feedback and artifacts may include indicators of student learning, but must also include indicators of professional practice and growth.

Certain conferences require more preparation by one party than the other. For instance, in the pre-observation conference, the educator/leader will prepare a plan for the observed lesson that includes a learning objective to which the educator/leader will teach, instructional and assessment strategies to be used, and activities/materials that will be included in the lesson. In the pre-observation conference, the observer will discuss the lesson plan with the educator/leader and a focus for data gathering will be determined. Before the post-observation conference, the administrator reviews the notes taken during the class visitation/school observation and organizes them so that they can be helpful during the conference. A strategy is then developed for helping the educator/leader analyze the lesson during the conference, and plan what they intend to accomplish during the conference.

If the discussion during the conference is to be purposeful, each participant must have a clear understanding of what is to be accomplished during the discussion and focus on the analysis of a lesson in an atmosphere which is open, free of anxiety, and intellectually stimulating. The emphasis is on problem solving, requiring the viewpoints of both people and, as a result, information and ideas will flow in both directions.

The goal of the conferences is to articulate and develop instructional practices which give promise of more productive teaching and learning in future lessons. In this program of conferences, the supervisor/evaluator acts as a catalyst and energizer who helps the educator evaluate their own performance and plan for improvement. Verbal interaction is a characteristic of such a conference. The supervisor/evaluator encourages questions and assists the educator in finding their own answers. The supervisor/evaluator is a coach whose job is to bring about the educator's/leader's best thinking about their professional practice.

Conferences should be scheduled well in advance at a time and place that is helpful for both parties. The conference should be free of interruptions and distractions, of sufficient length for complete coverage, will allow analysis, and should permit for both parties to articulate and share thoughts and ideas.

SELF-EVALUATION & REFLECTION

1. Self-evaluation and reflection are the processes of analysis of personal performance, professional learning / growth goals and objectives, and the degree of attainment as perceived by the educator and/or leader. It represents an introspective examination of areas of strength and areas perceived as those targeted for future growth with respect to individual teaching/leading and professional responsibilities. Components of self-evaluation and reflection are embedded at various steps within the Educator and Leader Evaluation and Support Plan.

2. Sharing reflections with the supervisor/evaluator at the goal meeting benefits the educator or leader because it provides the opportunity to review one's performance. During the review with progress on anticipated results, evaluate the method(s) utilized, and propose future methodologies the educator/leader can use to assess the goals and/or strategies to move the initiative forward.

   Self-assessment and reflection take into consideration the availability of support, collected data, alternative approaches, and attempts made to overcome challenges.

3. The following guidelines are offered to educators/leaders and supervisors/evaluators as criteria for analysis, self-evaluation, and reflection:

   a. Job description
   b. Annual goals – district, school, individual performance (CCT)
   c. Performance indicators established
   d. Multiple Indicators of Growth, Learning and achievement such as artifacts/student/school data collected and Reviews of Practice
   e. Feedback from administrator (or supervisors/peer coaches as appropriate)
   f. Formal & Informal feedback from stakeholders

   Self-evaluation and reflection are vital to any program that attempts to bring about the improvement of teaching, leading and learning.

TRUMBULL PUBLIC SCHOOLS EDUCATOR EVALUATION TIMELINE

Orientation/Fall Meeting Takes Place Prior to the Goals Setting Process

	Orientation by Sept 30 Goal Setting	**Observation**	**Mid-year**	**End-year**	**Summative**
NEW EDUCATOR Initial Certification ● New to profession and district ● TEAM Y1 or Y2 ● Non-tenured	Choose to set a goal for the year and fill out BOY form by Oct 30th OR choose TEAM timeline below	Sept. – May Minimum of 1 formal observation by November 15th and total of 3 by end of year	Complete MOY Form by end of the 1st week in Feb or earlier Mid-year Conference by mid February.	Complete EOY form (educator section) 15 school days before the last scheduled day of school or earlier. End of year conference by the last day of school or earlier.	Completed & signed by last day of school
	TEAM TIMELINE OPTION FOR NEW EDUCATOR GOAL SETTING				
	By Oct. 30th Goal for 1st TEAM Module By the end of the 1st week of Feb. Goal for 2nd TEAM Module	Sept. – May Minimum of 1 formal observation by November 15th and total of 3 by end of year	Complete 1st Module in January in TEAM Dashboard Complete MOY Form by end of the 1st week in Feb or earlier. Mid-year Conference by mid February.	Complete 2nd Module in May in TEAM. Complete EOY Form (educator section) 15 school days before the last scheduled day of school or earlier. End of year conference by the last day of school or earlier.	Completed & signed by last day of school
EDUCATOR APPROACHING TENURE Primarily Provisional & Professional Certification ● Y3 and Y4 in Trumbull ● New hire to District previously tenured ● NON-TEAM participants	By Oct. 30th (BOY Goal Setting Form)	Sept. – May Minimum of 1 formal observation by November 15th and total of 2 by end of year Minimum of 1 informal observation by Feb 1st	Begin form in January and complete MOY by end of the 1st week in Feb or earlier. Mid-year Conference by mid February.	Complete the EOY Form (educator section) 15 school days before the last scheduled day of school or earlier. End of year conference by the last day of school or earlier.	Completed & signed by last day of school
TENURED TRUMBULL EDUCATOR Provisional & Professional Certification ● Tenured in Trumbull	By Oct. 30th (BOY Goal Setting Form)	Year 1 and 2 Sept. - May Minimum of 1 informal observation Year 3 Minimum of 1 formal observation and 2 Reviews of Practice.	Begin *optional* form in January and complete **required** MOY conference by end of the 1st week in Feb or earlier. Mid-year Conference by mid February.	Complete the EOY Form (educator section) 15 school days before the last scheduled day of school or earlier. End of year conference by the last day of school or earlier.	Completed & signed by last day of school

- **Prior to March 1st, evaluators will report any educators/leaders receiving Level 3 support or who are recommended for a corrective action plan.**
- **The only acceptable forms for evaluation exist within this plan.**

TRUMBULL PUBLIC SCHOOLS LEADER EVALUATION TIMELINE

Orientation/Fall Meeting Takes Place Prior to the Goals Setting Process

	Orientation by Sept 1 Goal Setting	**Support Processes**	**Mid-year Conference by End of February**	**End-year Conference by Mid-June**	**Summative**
INDUCTION PHASE Two (2) year period or until granted tenure	By Oct. 30th (BOY Goal Setting Form)	• Orientation program • Mentor assigned for first year • Minimum four school site observations-at least two by mid January • Formative feedback • Professional Learning Support from TAA	Complete MOY Form by end of the 1st week in Feb or earlier	Complete EOY form 15 school days before the last scheduled day of school or earlier. (EOY Form- leader section) Conference by last day of school or as scheduled with evaluator, no later than June 25th	Completed & signed by June 30th.
PROFESSIONAL GROWTH Tenured administrators	By Oct. 30th (BOY Goal Setting Form)	• Self-directed • Minimum of two school site observations by mid June • Professional Learning Support from TAA	By end of the 1st week in Feb or earlier	Complete EOY form 15 school days before the last scheduled day of school or earlier. (EOY Form- leader section) Conference by last day of school or as scheduled with evaluator, no later than June 25th	Completed & signed by June 30th.

- **The only acceptable forms for evaluation exist within this plan.**

Due October 30th
(To Be Completed by Educator/Leader)

Beginning-of-the-Year Goal Setting Form

Name:		Location:	
Grade(s)/Role:		Date:	
EDUCATOR/LEADER EXPERIENCE	**GOAL TYPE**	**YEAR IN PROCESS**	**STANDARDS**
Select One: ☐ New Educator/Leader ☐ Educator Approaching Tenure ☐ Tenured Trumbull Educator/Leader *See Evaluation Timeline.*	Select One: ☐ Individual goal ☐ Collaborative goal *Decided upon mutual agreement.*	Select One: ☐ New Goal ☐ Continuation of Goal- Year 2 ☐ Continuation of Goal- Year 3 *Decided upon mutual agreement.*	Select One: ☐ CCT for Effective Teaching ☐ CCT for Effective Service Delivery ☐ CT Leader and Evaluation Support Rubric

I. Goal and Rationale: (Specific, realistic, manageable and measurable objective stating what you hope to achieve. This should be an initiative which you consider to be worthy of focused attention.)

II. Professional Growth Action Plan: (Strategies, activities, or methods you believe will be helpful in accomplishing your goal.)

III. Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement : (Multiple pieces of evidence that the objective has been achieved. This section describes what you will expect as measures of your success and progress toward your goal.)

IV. Support Resources requested:

V. Goal is approved as proposed (notes, if any):

_____ _____

Educator OR Leader Signature/Date Evaluative Administrator's Signature/Date

_____

Supervisor's Signature (as appropriate)

Due by end of the 1st week February
(To Be Completed by Educator/Leader)

Mid-Year Check-In Form

Reflection, Accomplishments, Adjustment(s), and Next Steps

Name:	Location:
Grade(s)/Role:	Meeting Date:

**Attach/provide relevant artifacts and data.*

I. Goal Reflection: Briefly describe your progress toward your goal(s)/objective(s) leading to student growth:

II. Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement: Multiple pieces of evidence towards achievement of the goals and the objective set this fall. This section describes what you will expect as measures of your success and progress toward your goal.

III. Adjustments (if any): Are there any adjustments that are needed to your goal and/or its measures? (If participating in TEAM, please indicate a new goal for the next TEAM Module you will be addressing.)

IV. Educator/Leader Feedback from Supervisor/Evaluator
(to be completed by the Supervisor/Evaluator):

Additional Comments: (optional)

_____ _____

Educator's OR Leader's Signature/Date Evaluative Administrator's Signature/Date

_____

Supervisor's Signature (as appropriate)

Due 15 school days before the last scheduled day of school or earlier.
(To Be Completed by Educator/Leader)

End-of-Year Summative Form

Reflection, Accomplishments, Adjustment(s), and Next Steps

Name:	Location:
Grade(s)/Role:	Meeting Date:

**Attach/provide relevant artifacts and data.*

I. Goal Reflection: What has been your progress toward your goal(s)/objective(s) leading to student growth? What impact did your new learning and practice have on your student learning, growth, and/or achievement?

II. Multiple Measures of Student Learning Growth and Achievement and for leaders Multiple Measures of Organizational Health, Leader and Educator Growth, and Impact on Student Learning, Growth, and Achievement: Multiple pieces of evidence that the objective has been achieved.

III. Professional Growth: Reflections on growth in meeting CCT standards associated with your role. What are your next steps with your professional learning? Share any positive aspects, areas of challenge, or next steps you would like to note.

Additional Educator/Leader Comments: (optional)

SUMMATIVE EVALUATION FEEDBACK FOR EDUCATOR/LEADER *To be Completed by Supervisor/Evaluator on or before The Last Day of School*			
Educator/Leader Name:	Role:	Evaluator:	Date:

A brief summative statement will be included with this evaluation; the evaluator *may* address the following through multiple pieces of evidence :

- Areas of Strength/Commendations
- Professional Goal Progress
- Areas of Growth Needed
- Professional Responsibilities and Leadership

SUCCESSFUL COMPLETION OF THE EVALUATION CYCLE	For multi-year goals only:
The educator/leader showed successful completion of the evaluation cycle and meeting the standards associated with the role. Select One: ☐ Yes ☐ No	Select One: ☐ The educator/leader will continue this multi-year goal. ☐ The educator/leader will adjust this multi-year goal. ☐ The educator/leader completed this multi-year goal.

_____ _____

Educator/Leader Signature/Date Evaluative Administrator's Signature/Date

_____

Supervisor's Signature (as appropriate)

Due 7 school days before the last scheduled day of school or earlier with End-of-Year Summative Form.

(To be completed by Tenured Educators- Year 3)

Reviews of Practice Form

Name:	School:
Grade(s)/Role:	Date:

ACTIVITY EXAMPLES		
Coaching or mentoring	Review of Project	Curriculum Improvement Work
Co-Teaching	Review of Student(s) Outcome	Athletics Coaching/Club Advising
PPT/EIT-MTSS/504	Leadership Team	Grant Writing
Data	Team/Curriculum Meetings	PTA/BOE Involvement
District /School Committee	Presenter of Workshop	Community Involvement
PLC Meeting	Workshop Developer	Chaperoning/Event Leadership
Review of Assured Assessment	Professional Organization Involvement	Other (Please Describe

Briefly describe and reflect on your two (2) chosen activities for Reviews of Practice and attach any relevant evidence:

Pre-Observation Form for Formal Observations

Name:		Grade/Content Area	
Date:		Time:	

Content Standards: Identify one or two primary local, state, or national curricular standards this lesson/meeting is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

Learner Background: Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson/meeting, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson/meeting.

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s) or ensure the meeting objectives were accomplished? Attach a copy of any assessment materials you will use, along with assessment criteria.

Materials/Resources: List the materials you will use in each learning activity/meeting including any technological resources.

Learning Activities: Identify the instructional grouping (whole class, small groups, pairs, individuals) or meeting schedules you will use in each segment and approximate time frames for each.

Initiation: Briefly describe how you will initiate the lesson/meeting. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson/Meeting Development: Describe how you will develop the lesson/meeting, what you will do to model or guide practice, and the learning/meeting activities students/[participants will be engaged in order to gain the key knowledge and skills identified in the learning objective(s).

Closure: Briefly describe how you will close the lesson/meeting and help students/participants understand the purpose. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

Notes from the pre-conference

(To Be Completed by Educator **for Lessons Only**)

Pre-Observation Form for Formal Observations

Name:		Grade/Content Area	
Date:		Time:	

Individuals Needing Differentiated Instruction: Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEP's, gifted and talented students, struggling learners, and English language learners.

Note: Differentiated instruction may not be necessary in every lesson. However, it is expected that each educator will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student Name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student Name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

(To Be Completed by Educator)

Post-Observation Reflection for Formal Observations

Name:		Grade/Content Area:	
Date:		Time:	

Lesson/Meeting Data to be Discussed During Post-Observation Conference: What did I want my students/participants to learn? (As you reflect on the lesson/meeting, how did it actually unfold as compared to what you had anticipated happening as you did your planning?):

Summary of Educator Reflections: How did I know my students/participants learned it? (Provide the data/information that you have used to determine your students' progress towards this lesson's/meeting objectives. Include individual and group information/data.):

Implications for Future Planning/Teaching: If my students/participants did not learn it, what do I do differently? (How will you use your students'/participants' performance today as you envision the next step for these students/participants in learning? If you were to teach this lesson/conduct this meeting again to these students/participants, what changes would you make? As you reflect over this lesson/meeting, what ideas or insights are you discovering about your teaching/service delivery?):

Additional Comments: (optional)

_____ _____

Educator's OR Leader's Signature/Date Evaluative Administrator's Signature/Date

_____

Supervisor's Signature (as appropriate)

Formal Observation Summary Form
(To be completed by Supervisor/Administrator)

Name:		Grade/Content Area:	
Date:		Time:	

Area Associated with CCT	Observation Evidence and Feedback
I. Classroom/Learning Environment	
II. Planning for Active Learning	
III. Instruction for Active Learning or Service Delivery *(based on role)*	
IV. Assessing Student Learning, Providing Feedback to Student Learning, and Adjusting Student Learning	

Additional Notes (if any):

_____ _____

Educator's OR Leader's Signature/Date Evaluative Administrator's Signature/Date

_____

Supervisor's Signature (as appropriate)

Informal Observation Summary Form

(To be completed by Supervisor/Administrator)

Name:		Grade/Content Area:	
Date:		Time:	

Area Associated with CCT	Observation Evidence and Feedback
I. Classroom/Learning Environment	
II. Instruction for Active Learning or Service Delivery *(based on role)*	
III. Assessing Student Learning, Providing Feedback to Student Learning, and Adjusting Student Learning	

Additional Notes (if any):

_____ _____

Educator's OR Leader's Signature/Date Evaluative Administrator's Signature/Date

_____

Supervisor's Signature (as appropriate)

Level 3 Support Documentation

The purpose of this written notice is to bring to your attention ongoing standards in need of strengthening that are associated with your role. The intent is to define the standards observed so that you may reflect and take action towards improvement in this area. Failure to address these standards may result in movement to a corrective action plan. Please see me if you have any questions or need any further clarification.

Educator/Leader Name		Date of Notification	
School/Dept		Grade Level/Role	

Focus Area (cite standard(s))

Evidence of Need	Type of Notification (Verbal, Written, or Observation Type)	Date Provided

Examples of Support Received at Previous Levels (relevant to the target need)	
LEVEL 1 SUPPORT EXAMPLES	**LEVEL 2 SUPPORT EXAMPLES**

Level 3 Intended Actions/Outcomes	Supports	Timeline

Receipt of Notice *Signatures do not indicate agreement, but receipt of notice.*			
Educator/Leader Name:		Educator/Leader Signature:	
Evaluator Name:		Evaluator Signature:	
Union Rep Name:		Union Rep Signature:	

Samples of Level 1, 2, and 3 Supports

The purpose of this table is to provide samples of supports that can be provided.

LEVEL 1 SUPPORTS	LEVEL 2 SUPPORTS (Self +Expert/Coach/Mentor)	LEVEL 3 SUPPORTS (Self + Expert/Coach/Mentor + Peer + Reflective Journal Frequency)
Professional Development Supports (articles or other)	Professional Development Supports (articles, coaching, or other)	Professional Development Supports (articles, coaching, or other)
Lesson Plan Review /Dialogue	Lesson Plan Submission	Lesson Plan Submission
Consultation with peers/coach/mentors as desired	Assigned Expert/Coach/Mentor	Assigned Expert/Coach/Mentor/Peer
	Increased frequency of observations and feedback	Increased frequency of observations and feedback by multiple evaluators
	Reflective Conversation	Reflective Journal

Corrective Action Plan (CAP) - SAMPLE
Educator/Leader

The purpose of this document is to provide an action plan to address an area in which the Educator/Leader has demonstrated a consistent need for growth/improvement after receiving three (3) tiers or levels of support.

Educator/Leader Name	Sam Smith	Date of Notification	2/4/2030
School/Dept	General School	Grade Level/Role	Principal

Objective (Indicate specific standard in your objective language)
To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (CLES Domain 3, Standard 3.1)

Resources
• A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan • Mentor • Coach • Reading as appropriate • All communications previewed by the evaluator for content and timeliness. • Collaboration with other district leaders for exemplars of communication.

Timeframes:
Leader A will remain on this Corrective Support Plan for six weeks. • Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Support Actions
• Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan). • All resources made available. • Modeling of effective communication practices with role play opportunities. • Timely feedback in person and in writing (weekly/bi-weekly meetings). • Management of access to learning opportunities in and out of the building, as appropriate.

Receipt of Notice	*Signatures do not indicate agreement, but receipt of notice.*		
Educator/Leader Name:		Educator/Leader Signature:	
Evaluator Name:		Evaluator Signature:	
Union Rep Name:		Union Rep Signature:	

Trumbull Educator Performance Examples of the CCT (click on title to access link)

In 2012, The Teacher Supervision, Evaluation, and Professional Learning Committee created the Trumbull Teacher Performance Rubric Summary with opportunity for input from all certified Trumbull educators. The Rubric Summary provides the teacher and the supervisor/evaluator with clear indicators of accomplishments and for continuous teacher improvement. Over a decade later, the descriptive statements in the rubric are still linked to the foundational skills and competencies as well as the discipline-based professional teaching standards of the current Connecticut's Common Core of Teaching (CCT).

Trumbull's Rubric is organized around the four CCT instructional standards (i.e., Planning for Active Learning; The Classroom Environment; Instruction; and Professional Responsibilities and Teacher Leadership) and the Danielson-Trumbull Rubric.

The Examples of CCT Indicators (click here) provides examples of the domains as a supplemental tool alongside the CCT for teachers to help them plan for further professional growth. These are "best practices" for all teachers.

Growth Criteria and Sources of Evidence – Educator

Development of New Learning and Impact on Practice

- Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.

Impact on Students

- Educators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.

Possible Sources of Evidence

- Required observational evidence
- Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s)
- Educator learning logs/impact on practice reflection
- Educator created learning materials
- School and district surveys

Evidence from Observation of Educator Practice

- Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.
- Educator and/or student self-reflection
- Student learning artifacts
- Mastery-based or Vision of the Graduate demonstrations of achievement
- Results of school and district surveys
- Observational evidence of students' words, actions, interactions (including quotations when appropriate)
- Rubrics, interim or benchmark, assessments, other assessments
- Other artifacts/sources

Growth Criteria and Sources of Evidence – Leader

Development of New Learning and Impact on Practice

- Leaders can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, promoting a positive, safe and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.

Impact on Students

- Leaders can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.

Possible Sources of Evidence

- Required observational evidence
- Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s)
- Leader learning logs/impact on practice reflection
- Leader created learning materials
- School and district survey data

Evidence from Observation of Educator Practice

- Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.
- Leader, Educator, and/or student self-reflection
- Student learning artifacts
- Mastery-based or Vision of the Graduate demonstrations of achievement
- Results of school and district surveys
- Observational evidence of students' words, actions, interactions (including quotations when appropriate)
- Rubrics, interim or benchmark, assessments, other assessments
- Other artifacts/sources

Possible Trumbull Public Schools Student Assessment Indicators

Including but not limited to the following . . .

Elementary (Pre-K – 5)

- i-Ready
- Writing on Demands
- Fundations Trick Word List
- DIBELS
- Kindergarten High-Frequency Words
- Math Running Records
- Vowel Sounds
- Math Unit Assessment
- Computation Check Points
- Number Fact Assessments
- Specialist Assessment Tasks
- Support Staff Common Rubrics
- Science Snapshots

Middle (Grade 6 – 8)

- Fountas & Pinnell Reading Levels
- Cars and Stars
- Assured Performance Based Assessments (APBA)
- Performance Based Assessments
- Mid-Term Exams
- Trimester Benchmarks
- i-Ready
- Department Assessments
- Student Writing Folders
- Writing Prompts
- Writer's Notebook
- State Embedded Science Tasks
- Science Lab Reports
- Department Assessment Tasks
- Support Staff Common Rubrics

High School (Grades 9-12)

- Assured Performance Based Assessments (APBA)
- Performance Based Assessments
- Midterm and Final Exams
- Department Assessments
- Summative Assessments
- Student Portfolio
- Student Writing Folder
- Department Assessment Tasks
- Support Staff Common Rubrics

Applicability of the **Code of Professional Responsibility for Teachers** to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure compe- tencies as defined in Sections 10-145d-400 through 10-I45d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
  www.ct.gov/sde/cert
  Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Connecticut Common Core of Teaching
  www.ct.gov/sde
  Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
  www.ncate.org

Connecticut State Department of Education

Dr. Miguel A. Cardona
Commissioner

Bureau of Educator Standards and Certification

Christopher M. Todd
Bureau Chief, Talent Office

FOR MORE INFORMATION:

Web: http://www.ct.gov/sde/cert

E-mail: teacher.cert@ct.gov

Phone: 860-713-6969
Monday and Thursday
Noon–4 p.m.

Mail: Bureau of Educator Standards and Certification
P.O. Box 150471 Hartford, CT
06115-0471

Connecticut Code *of* Professional Responsibility

For Teachers

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

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

PREAMBLE

Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching 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 teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher 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 teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

Connecticut Code of Professional Responsibility for Teachers

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

(b) RESPONSIBILITY TO THE STUDENT

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

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of 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 value systems and worthy, positive goals;
(G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
(H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
(I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
(J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, 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) Sexually or physically harass or abuse students;
(C) Emotionally abuse students; or
(D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, 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 teacher's right to teach effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Assume responsibility for his or her professional development;
(F) Encourage the participation of teachers in the process of educational decision-making;
(G) Promote the employment of only qualified and fully licensed teachers;
(H) Encourage promising, qualified and competent individuals to enter the profession;
(I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
(J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

(A) Obtain licensure or employment by misrepresentation or fraud;
(B) Misrepresent his, her or another's professional qualifications or competencies; or
(C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

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

(A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
(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 children.

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

(A) Exploit the educational institution for personal gain; or
(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.

Applicability of the **Code of Professional Responsibility for Administrators** to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective administrator candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers the Code of Professional Responsibility for School Administrators;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for School Leaders; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
  www.ct.gov/sde/cert
  Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Standards for School Leaders
  www.ct.gov/sde
  Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
  www.ncate.org

Connecticut State Department of Education

Dr. Miguel A. Cardona
Commissioner

Bureau of Educator Standards and Certification

Christopher M. Todd
Bureau Chief, Talent Office

FOR MORE INFORMATION:

Web: http://www.ct.gov/sde/cert

E-mail: teacher.cert@ct.gov

Phone: 860-713-6969
Monday and Thursday
Noon–4 p.m.

Mail: Bureau of Educator Standards
and Certification
P.O. Box 150471
Hartford, CT 06115-0471

Connecticut Code *of* Professional Responsibility

For School Administrators

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

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

PREAMBLE

Subsection (a)

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Connecticut Code of Professional Responsibility for School Administrators

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

(b) RESPONSIBILITY TO THE STUDENT

The professional school administrator, in full recognition of obligation to the student, shall:

(1) Make the well-being of students the fundamental value in all decision making and actions;
(2) Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
(3) Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
(4) 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;
(5) Foster in students the full understanding, application and preservation of democratic principles and processes;
(6) Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(7) Assist students in the formulation of positive goals;
(8) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
(9) Develop within students fundamental critical thinking skills and problem-solving techniques;
(10) Ensure quality education for all students;
(11) Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
(12) Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
(13) Promote ongoing development and evaluation of curriculum.

(c) RESPONSIBILITY TO THE PROFESSION AND STAFF

The professional school administrator, in full recognition of obligations to the profession, shall:

(1) Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
(2) Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
(3) Encourage student learning through the effective support of all staff engaged in the learning process;
(4) Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
(5) Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
(6) Promote the employment of only qualified, certified educators, and qualified non-certified staff;
(7) Encourage promising, qualified and competent individuals to enter the education profession; and
(8) Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

(d) RESPONSIBILITY TO THE COMMUNITY

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

(1) Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;
(2) Obey local, state and national laws;
(3) Implement the governing board policies and administrative rules and regulations;
(4) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(5 Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
(6) Avoid misusing administrative position for personal gain;
(7) Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
(8) Promote the priciples and ideals of democratic citizenship; and
(9) Endeavor to secure equal educational opportunties for all children.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

(1) Respect the dignity of each family, its culture, customs and beliefs;
(2) Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
(3) Respond in a timely fashion to families' concerns;
(4) Consider the family's perspective on issues involving its children;
(5) Encourage participation of the family in the educational process; and
(6) Foster open communication among the family, staff and administrators.