Special Meeting of the Windsor Board of Education

Thursday, January 10, 2013 7:30 PM
Special Meeting, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge of Allegiance, Moment of Silence**
2. **Audience to Visitors**
3. **Discussion and Adoption on Superintendent Evaluation Format (Action Anticipated)**
4. **Discussion and Possible Action on BOE Self-Evaluation Instrument**
5. **Announcements**
6. **Adjournment**

The Superintendent of Windsor Public Schools Evaluation Tool

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals
The Superintendent of Windsor Public Schools ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

- **Element A. High Expectations for All:** The Superintendent ensures the creation of the vision, mission, and goals and establishes high expectations for all students and staff.
- **Element B. Shared Commitments to Implement the Vision, Mission, and Goals:** The Superintendent ensures that the process of implementing and sustaining the vision, mission, and goals is inclusive by building common understandings and commitment among all stakeholders.
- **Element C. Continuous Improvement Toward the Vision, Mission, and Goals:** The Superintendent ensures the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

☐ **Below Standard**	☐ **Developing**	☐ **Proficient**	☐ **Exemplary**
Narrative:			
Comments:			

PERFORMANCE EXPECTATION 2: Teaching and Learning
The Superintendent of Windsor Public Schools ensures the success and achievement of all students by monitoring and continuously improving teaching and learning.

- **Element A. Strong Professional Culture:** The Superintendent develops a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.
- **Element B. Curriculum and Instruction:** The Superintendent understands and expects faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.
- **Element C. Assessment and Accountability:** The Superintendent utilizes assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

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PERFORMANCE EXPECTATION 3: Organizational Systems and Safety
The Superintendent of Windsor Public Schools ensures the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

- **Element A. Welfare and Safety of Students, Faculty and Staff:** The Superintendent ensures a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- **Element B. Operational Systems:** The Superintendent distributes responsibilities and supervises management structures and practices to improve teaching and learning.
- **Element C. Fiscal and Human Resources:** The Superintendent establishes and maintains an efficient and effective infrastructure for finance and personnel that operates in support of teaching and learning.

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PERFORMANCE EXPECTATION 4: Families and Stakeholders
The Superintendent of Windsor Public Schools ensures the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

- **Element A. Collaboration with Families and Community Members:** The Superintendent ensures the success of all students by collaborating with families and other stakeholders.
- **Element B. Community Interests and Needs:** The Superintendent responds and contributes to community interests and needs to provide high quality education for students and their families.
- **Element C. Community Resources:** The Superintendent accesses resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

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PERFORMANCE EXPECTATION 5: Ethics and Integrity
The Superintendent of Windsor Public Schools ensures the success and achievement of all students and staff by modeling ethical behavior and integrity.

- **Element A. Ethical and Legal Standards of the Profession:** The Superintendent demonstrates ethical and legal behavior.
- **Element B. Personal Values and Beliefs:** The Superintendent demonstrates a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.
- **Element C. High Standards for Self and Others:** The Superintendent models and expects exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

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PERFORMANCE EXPECTATION 6: The Education System

The Superintendent of Windsor Public Schools ensures the success and achievement of all students and advocates for students, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

- **Element A. Professional Influence:** The Superintendent improves the broader social, cultural economic, legal, and political, contexts of education for all students and families.
- **Element B. The Educational Policy Environment:** The Superintendent upholds and contributes to policies and political support for excellence and equity in education.
- **Element C. Policy Engagement:** The Superintendent engages policymakers to inform and improve education policy.

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OVERALL NARRATIVE

OVERALL COMMENTS

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Common Core of Leading:

Connecticut School Leadership Standards

*Performance Expectations, Elements and Indicators

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: High Expectations for All

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

Indicators: ***A leader…***

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

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

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

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

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

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

Indicators: ***A leader…***

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

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

Indicators: ***A leader…***

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Strong Professional Culture

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

Indicators: ***A leader…***

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

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

[5] **faculty**: certified school faculty.

Element B: Curriculum and Instruction

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

Indicators: ***A leader…***

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

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

Element C: Assessment and Accountability

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

Indicators: ***A leader…***

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information[7] to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Indicators: ***A leader…***

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

Element B: Operational Systems

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

Indicators: ***A leader…***

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

Element C: Fiscal and Human Resources

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

Indicators: ***A leader…***

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

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

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

Indicators: ***A leader…***

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

Element B: Community Interests and Needs

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

Indicators: ***A leader…***

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity[8] of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

Element C: Community Resources

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

Indicators: ***A leader…***

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Indicators: ***A leader…***

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice[9] for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

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

Element B: Personal Values and Beliefs

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

Indicators: ***A leader…***

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

Element C: High Standards for Self and Others

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

Indicators: ***A leader…***

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

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Professional Influence

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

Indicators: ***A leader…***

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

Element B: The Educational Policy Environment

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

Indicators: ***A leader…***

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: ***A leader…***

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

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

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

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

(c) Responsibility to the profession

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

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

(d) Responsibility to the community

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

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

(e) Responsibility to the Student's Family

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

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

UNPROFESSIONAL CONDUCT*

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

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

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

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

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

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

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

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

The Superintendent of Windsor Public Schools Evaluation Tool - USER GUIDE

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals
The Superintendent of Windsor Public Schools ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

- **Element A. High Expectations for All:** The Superintendent ensures the creation of the vision, mission, and goals and establishes high expectations for all students and staff.
- **Element B. Shared Commitments to Implement the Vision, Mission, and Goals:** The Superintendent ensures that the process of implementing and sustaining the vision, mission, and goals is inclusive by building common understandings and commitment among all stakeholders.
- **Element C. Continuous Improvement Toward the Vision, Mission, and Goals:** The Superintendent ensures the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

☐ **Below Standard**	☐ **Developing**	☐ **Proficient**	☐ **Exemplary**
Narrative:			
Comments:			

Think About
Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.

Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

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

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

The Superintendent of Windsor Public Schools ensures the success and achievement of all students by monitoring and continuously improving teaching and learning.

- **Element A. Strong Professional Culture:** The Superintendent develops a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.
- **Element B. Curriculum and Instruction:** The Superintendent understands and expects faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.
- **Element C. Assessment and Accountability:** The Superintendent utilizes assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

☐ **Below Standard**	☐ **Developing**	☐ **Proficient**	☐ **Exemplary**
Narrative:			
Comments:			

> ***Think About***
> *In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system.*
>
> *Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.*
>
> *A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.*
>
> *Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.*

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety
The Superintendent of Windsor Public Schools ensures the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

- **Element A. Welfare and Safety of Students, Faculty and Staff:** The Superintendent ensures a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- **Element B. Operational Systems:** The Superintendent distributes responsibilities and supervises management structures and practices to improve teaching and learning.

- **Element C. Fiscal and Human Resources:** The Superintendent establishes and maintains an efficient and effective infrastructure for finance and personnel that operates in support of teaching and learning.

☐ **Below Standard**	☐ **Developing**	☐ **Proficient**	☐ **Exemplary**
Narrative:			
Comments:			

> ***Think About***
> *In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.*
>
> *Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff.*
>
> *Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff.*
>
> *Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.*

PERFORMANCE EXPECTATION 4: Families and Stakeholders
The Superintendent of Windsor Public Schools ensures the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

- **Element A. Collaboration with Families and Community Members:** The Superintendent ensures the success of all students by collaborating with families and other stakeholders.
- **Element B. Community Interests and Needs:** The Superintendent responds and contributes to community interests and needs to provide high quality education for students and their families.
- **Element C. Community Resources:** The Superintendent accesses resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

☐ **Below Standard**	☐ **Developing**	☐ **Proficient**	☐ **Exemplary**
Narrative:			
Comments:			

☐ Below Standard	☐ Developing	☐ Proficient	☐ Exemplary

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

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity
The Superintendent of Windsor Public Schools ensures the success and achievement of all students and staff by modeling ethical behavior and integrity.

- **Element A. Ethical and Legal Standards of the Profession:** The Superintendent demonstrates ethical and legal behavior.
- **Element B. Personal Values and Beliefs:** The Superintendent demonstrates a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.
- **Element C. High Standards for Self and Others:** The Superintendent models and expects exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

☐ Below Standard	☐ Developing	☐ Proficient	☐ Exemplary
Narrative:			
Comments:			

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

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

leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices.

Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision-making and monitoring the resulting consequences on students, staff, and the school community.

PERFORMANCE EXPECTATION 6: The Education System
The Superintendent of Windsor Public Schools ensures the success and achievement of all students and advocates for students, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

- **Element A. Professional Influence:** The Superintendent improves the broader social, cultural economic, legal, and political, contexts of education for all students and families.
- **Element B. The Educational Policy Environment:** The Superintendent upholds and contributes to policies and political support for excellence and equity in education.
- **Element C. Policy Engagement:** The Superintendent engages policymakers to inform and improve education policy.

☐ **Below Standard**	☐ **Developing**	☐ **Proficient**	☐ **Exemplary**
Narrative:			
Comments:			

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

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice.

Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts.

Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students. Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

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

OVERALL NARRATIVE

OVERALL COMMENTS

Windsor Board of Education

Mission Statement

Develop the genius in every child and create life-long learners.

Goals

To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor community, will ensure that all students acquire the following skills and behaviors:

1. All students will demonstrate exemplary academic skills throughout their careers in the Windsor Public Schools.
2. All students will demonstrate effective oral communication skills
3. All students will demonstrate the interpersonal skills necessary to work collaboratively with others.
4. All students will demonstrate the ability to think critically and to solve complex problems (analyze, creative, research, logic, innovative, integrated understanding, resilient).
5. All students will demonstrate a knowledge and understanding of the increasingly global nature of the world in which they live.
6. All students will demonstrate the behaviors associated with good citizenship.
7. All students will graduate from the Windsor Public Schools with a clear, achievable post-secondary plan.
8. All students will demonstrate exemplary skills in utilizing technology to maximize their educational experience.
9. All students will demonstrate an understanding of the importance of health and wellness.

Board Self-Assessment

Performance Expectation	Performance Criteria	Exemplary	Proficient	Developing	Below Standard
1. Establish and promote district vision and values	a. The Board has formally adopted a mission, vision, and a set of core values for the school system that guides its work on behalf of children, including strategic planning, budget decisions, and policy matters				
	b. The Board annually revisits its mission, vision, and core values to ensure constancy of purpose and to reaffirm its values with the community				
	c. The Board's mission, vision and core values are the focus of reflection and deliberation as it strives for continuous improvement in its governance				
2. Develop and promote relevant governing policies	d. The Board operates as a policy-making body using its written policies as the framework for its decision-making concerning the instructional and business operations of the school district.				
	e. The Board's policies reflect its core commitment to equity, excellence, and a culture of respect, as well as promote the highest expectations for its diverse student body and workforce.				
	f. The Board develops policies that give the administration sufficient authority and latitude to manage the day-to-day instructional and business operations of the school system.				
3. Monitor expected student achievement results	g. The Board collaborates with the Superintendent to regularly monitor a mutually agreed upon set of meaningful indicators that are aligned with the district goals and that assess achievement and engagement for all students				
	h. The Board monitors the effectiveness of instructional programs by measuring student achievement against State and local standards and other pertinent data with particular attention to progress toward closing achievement gaps among students.				
	i. The Board uses student achievement data to make decisions and establish district priorities				
4. Responsible management of resources	j. The Board regularly reviews the educational and administrative management of the school system to ensure that resource allocations and decisions support the strategic priorities of the school system.				
	k. The Board's fiscal and resource management is transparent to the community and provides assurance that resources are aligned and deployed to reflect the district's priorities as stated by its goals.				
	l. The Board regularly monitors financial data to ensure meaningful accountability and communicate to the community that educational dollars are spent in the most efficient and effective manner				

5. Community Engagement and Communication	m. The Board communicates clearly and regularly with a broad base of internal and external stakeholders about the Board's work and to share our vision, mission and core values.				
	n. The Board employs multiple strategies for reaching out to the community in an effort to directly engage in two-way communication and dialogue with diverse populations to solicit input on relevant decisions and to ensure that their perspectives inform its priorities.				
	o. The Board is strategic in its advocacy to help mobilize and sustain community support for school system progress and work with elected officials to promote its needs.				
6. Board Operations	p. The Board's agendas and work sessions are aligned with its core values, and it has effective and efficient processes for doing Board work to ensure that Board member time is used consistent with goals				
	q. The Board conducts comprehensive orientation activities to familiarize new board members with their role on the team				
	r. The Board executes its responsibilities in accordance with established ethical standards				
7. Building and sustaining an effective relationship with the Superintendent	s. The Board works to build and sustain an effective working relationship with the Superintendent by engaging in two-way communication that articulates expectations on shared governance as well as performance goals for the system.				
	t. The Board respects the management responsibilities and administrative prerogatives of the Superintendent and works collaboratively with the Superintendent in a spirit of mutual trust and confidence.				
	u. The Board maintains open lines of communication by conducting regular dialogue on progress towards district goals and objectives, student achievement, and community/school issues and concerns.				
	v. The Board evaluates the Superintendent performance based on clearly defined performance goals and expectations				
	w. Directions to the Superintendent come from the Board as a whole; not individual Board members				

Performance indicators to consider given the criteria for each performance expectation:

1. **Establish and Promote District Vision and Values**

a. I participate fully in the annual review of our goals, including the mission, vision, core values, and guiding tenets.
b. My decision-making is aligned with the district's vision, mission, core values, and system goals.
c. I regularly reflect on the Board's mission, vision and core values as I go about my work.

2. **Develop and Promote Relevant Governing Policies**

a. I am knowledgeable about the Board's policies and use Board policy as a basis for decision- making.
b. I recognize and respect the prerogative and authority of the Superintendent and administrative staff to implement the Board's policies.
c. In adopting new or reviewing existing Board policies, I look to ensure that they are consistent with our mission, vision and core values.

3. **Monitor Expected Student Achievement Results**

a. I am actively engaged in working with the Superintendent to develop appropriate performance indicators that align with the Board's goals.
b. I carefully review student achievement data presented by staff and use it as a basis for setting Board policy and budget priorities.
c. Improving achievement for all students drives my educational decision-making

4. **Responsible Management of Resources**

a. I understand the relationship between our budgets and our system's core values, and I advocate for our students' and schools' needs.
b. I carefully review all system resource audits and other financial data in order to better discharge my fiduciary obligations.
c. I understand and actively participate in our district's budgeting process

5. **Community Engagement and Communication**

a. I promote the interests of the system within the community and with elected officials, including through the promotion of our legislative agenda.
b. I listen to, and carefully consider, broad-based community input while exercising my statutory decision-making authority.
c. I participate actively in the Board's outreach efforts, including public forums and hearings.

6. **Board Operations**

a. I regularly engage in continuous improvement and professional development activities related to Board work and make every effort to attend all meetings having done my homework and prepared to contribute in a positive manner.
b. I maintain the confidentiality of Board proceedings and adhere to ethical standards in my role.
c. I am a productive member of the team, work well with my colleagues, work within the parameters of my authority as a Board member and honor Board decisions even when the vote is not unanimous.

7. Building and Sustaining An Effective Relationship with the Superintendent

a. I respect the management and administrative responsibilities of the Superintendent and work to ensure that the Board has conveyed clear expectations for his performance.
b. I communicate with the Superintendent when I have concerns involving the school district and work collaboratively on resolving problems.
c. I participate fully in the Superintendent evaluation process working collaboratively with fellow Board members and approaching the task of evaluation fairly and diligently