Special Meeting of the Windsor Board of Education

Tuesday, January 29, 2013 6:00 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. **Review and discuss confidential attorney-client document (executive session anticipated)**
4. **Review and discuss BOE process for evaluation of Superintendent (possible action anticipated)**
5. **BOE evaluation of Superintendent (executive session and possible action anticipated)**
6. **Announcements**
7. **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.

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

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:			

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:			

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:			

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:			

OVERALL NARRATIVE

OVERALL COMMENTS

BOE Process for Superintendent Evaluation

The Board's evaluation of the Superintendent is an important governance tool that is designed to foster continuous improvement toward achievement of the mission and goals of the Board, and strengthen the Board/Superintendent relationship by promoting a shared understanding of roles, responsibility and objectives.

Board policy 2400, which sets out fully the purpose of the Board's evaluation of the Superintendent, is fully incorporated in this memo below for reference.

- The Board on January 10, 2013 approved an evaluation tool with performance expectations and criteria that was mutually agreeable to the Board and Superintendent.

- On January 14, 2013, the Superintendent submitted a written self-evaluation to Board.

The process will continue as follows:

1.) Board deliberates in executive session – *Thursday, January 17*
    a. Each member shares his/her performance evaluation of the Superintendent
    b. Board Chair tracks points of consensus
2.) Summary of performance evaluation – *3.a & b to be completed by Wednesday, January 23*
    a. Ensure the summary evaluation contains accurate information and accurately reflects performance
    b. Assessment to be shared with Superintendent
    c. Performance evaluation finalized – *by January 31*
3.) Contract extension and salary discussion – *changes require Board vote – by January 31*

This process could take 2-3 meetings. Process to conclude by Jan.31

Proposed Standards and Norms to Govern Discussion

- Discussion occurs in executive session
- Evaluate performance
- Site evidence to support observations/conclusions
- Areas identified for improvement should include recommendations
- Board should make every effort to seek consensus
- Conversation must be respectful in tone and tenor
- Assume each member is acting from positive and constructive intentions
- Monitor your own airtime
- Respect the group
- Respect questions
- Be prepared
- Attend to goals and objectives
- Honor expectation of confidentiality

Administration: Assessment of Superintendent of Schools BOE Policy 2400

It is the responsibility of the Board of Education to maintain and improve the quality of administration and instruction in the public school system. An effective working relationship between the Board and the Superintendent is essential to the successful operation of the school district. Therefore, the Board will formally evaluate the Superintendent each year in accordance with guidelines and criteria mutually determined and agreed to by the Board and the Superintendent.

The purposes of the evaluation will be:

1. To provide for effective leadership for the school system.

2. To establish and maintain a good working relationship between the Board and the Superintendent.

3. To clarify for the Superintendent his/her role in the school system as seen by the Board.

4. To clarify for all Board members the role of the Superintendent in the governance of the district.

5. To improve the Superintendent's performance by suggesting areas of responsibility and operating techniques that may be strengthened.

6. To give encouragement and commendation for work well done.

7. To record the appraisal of his/her performance and improvement.

8. To offer a guide for the Superintendent's self-appraisal of characteristics and skills.

9. To provide an opportunity for the Board and the Superintendent to review formally at periodic intervals, factors affecting the Superintendent's performance.

10. To offer a procedure for an objective and comprehensive appraisal at regular intervals.

11. To establish mutually agreed upon standards for continued employment.

12. To provide assistance in the development of the Superintendent's performance goals and priorities for the coming year.

13. To assist the Board in arranging for the Superintendent's salary and contract.

Annually the Board and Superintendent will mutually develop a set of performance goals based on the needs of the school system. The Superintendent's performance will be periodically reviewed in accordance with these specified goals.

The Board will evaluate the abilities and services of the Superintendent through a formal procedure at least once annually, in executive session.

The evaluation of any public employee is appropriately a part of the employee's personnel file, the disclosure of which would constitute an invasion of personal privacy. Therefore, under Section 1-19(b) of the Connecticut General Statutes, such information is excluded from public disclosure.

The assessment, whether oral or written, will be made on the basis of the Board's statements concerning the abilities needed by, and the responsibilities and duties to be discharged by the Superintendent. Board consensus on the Superintendent's abilities and performance in various areas will be made available to him/her, and discussed with him/her in an executive session.

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

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

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

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

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

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

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

PERFORMANCE EXPECTATION 6: The Education System

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

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: High Expectations for All

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

Indicators: ***A leader…***

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all 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
