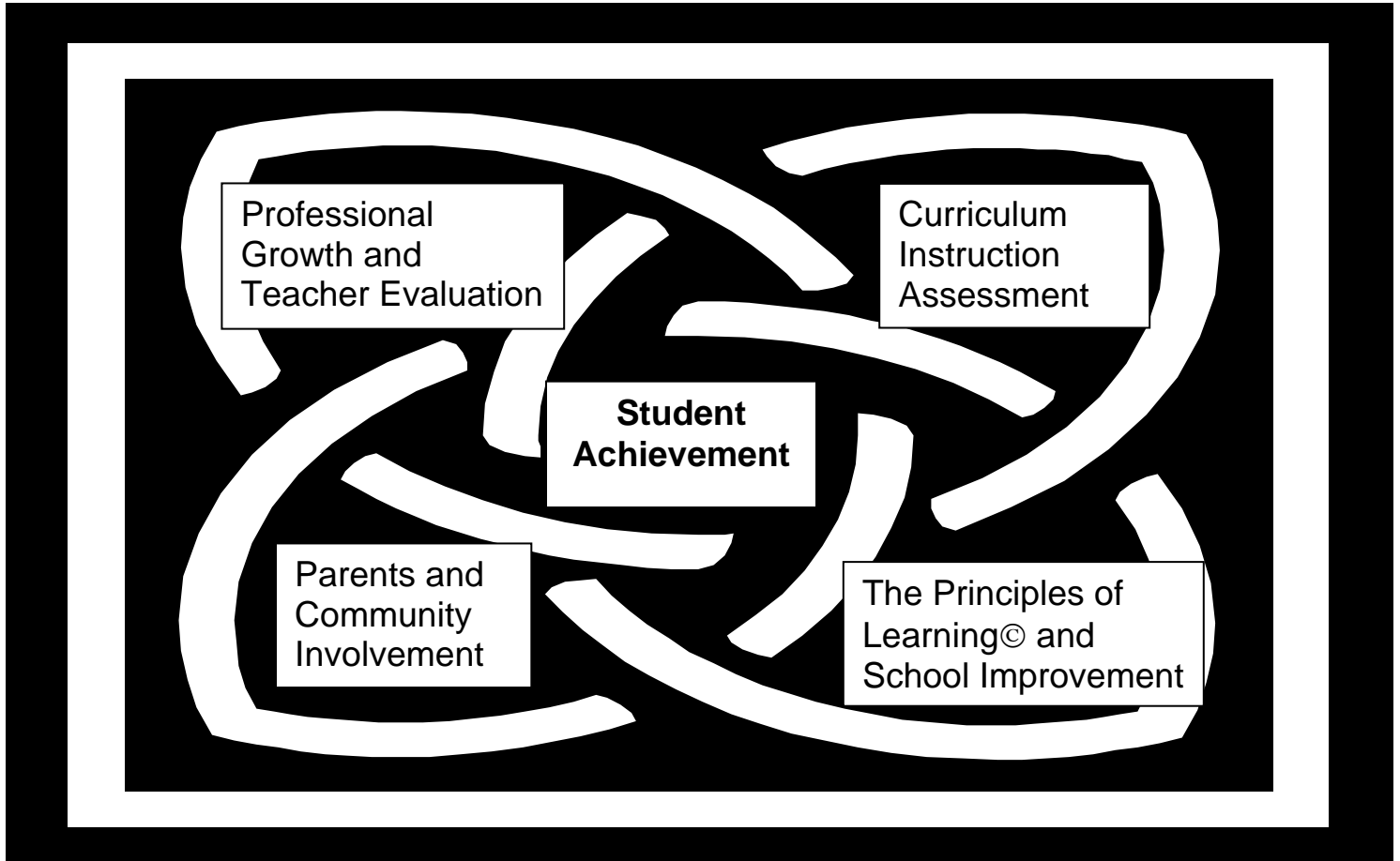


THE MANCHESTER LEARNING COMMUNITY

Manchester Administrator Professional Growth and Evaluation Plan

Adopted by the Manchester Board of Education

November 26, 2001



THE MANCHESTER PUBLIC SCHOOLS

ADMINISTRATOR PROFESSIONAL GROWTH AND EVALUATION PROGRAM

The Manchester Public Schools have designed a Professional Growth and Evaluation Program that links school improvement, instructional improvement, professional development, teacher evaluation, and administrator evaluation. With all functions of a school “system” working together toward student achievement, the results are powerful, pervasive, and persuasive. To that end, Manchester has created a total professional learning environment that supports administrators and teachers, who, in turn, support student learning.

Student achievement is our mission. More than ever before in the history of American education, it is imperative that we structure a “public” education -- an environment in which ALL students can succeed in a “thinking curriculum.” “Never before has the pool of developed skills and capabilities mattered more in our prospects for general economic health. And never before have skill and knowledge mattered as much in the economic prospects for individuals. There is no longer a welcoming place in low-skill, high-wage jobs for individuals who have not cultivated talents appropriate to an information economy. The country, indeed, each state and region, must press for an overall higher level of such cultivated talents. Otherwise, we can expect a continuation of the pattern of falling personal incomes and declining public services that has characterized the past twenty years.” (Resnick, “From Aptitude to Effort: A New Foundation for Our Schools,” 1995).

The Manchester Professional Growth and Evaluation Program is one that embraces challenging high standards for all students. It is built on several key systemic structures used in Manchester schools: The School Improvement Plans and The Principles of Learning©, State of Connecticut and Manchester School District Standards, The State of Connecticut Common Core of Teaching and Common Core of Learning, and the Connecticut School Leader Standards.

MISSION OF MANCHESTER SCHOOLS

The mission of the Manchester Public Schools is to assure that students become responsible citizens who will be successful in a rapidly changing world.

Through an active partnership of students, school personnel, families and the community, the Manchester Public Schools encourage learning from birth through graduation and beyond.

As partners, we strive to create safe and inclusive schools defined by support for individual needs, respect for differences, integrity, and pride.

We are committed to excellence in teaching and learning.

We strongly value each student's capacity for high educational achievements.

We empower students by helping them to attain the knowledge, skills, and values needed for success.

It is the philosophy of the Manchester Public Schools that evaluation is an integral component of school improvement, student achievement and staff development.

- It is a dynamic continuous process, and is a crucial function of supervision.
- Evaluation encourages and facilitates growth in the performance of job responsibilities.
- It is a collaborative process, with the responsibility for accomplishment shared by administrator and evaluator.
- The administrator is an active participant in all phases of the evaluation process.

PURPOSES OF EVALUATION

The primary purpose of evaluation is for school improvement processes that focus on student achievement. To accomplish this primary function, evaluations of administrators will be used for the following purposes:

- To promote the improvement of school programs and the enhancement of student learning
- To foster the professional growth and development of principals and other administrators
- To provide administrators with assistance and strategies for school improvement, student learning, and professional growth
- To provide objective criteria for the superintendent to be used in making decisions concerning salary increments and promotions
- To ensure that only effective principals and other administrators continue in that role in the school system

The assessment of the administrator is an important means toward achieving school and system goals and should not be considered an end in itself. How administrators perform individually and how they interact with central administrators, other administrators, their communities, their school staff, and their students, determines to a large extent the success of school improvement goals. The administrator's professional growth and evaluation is essential for Manchester to achieve quality education.

Standards of the Manchester Administrator Professional Growth and Evaluation Program

The Manchester Professional Growth and Evaluation Program is built on several key systemic structures and standards used in Manchester Schools:

- The School Improvement Plans
- The Principles of Learning
- The State of Connecticut and Manchester School District Standards
- The State of Connecticut Common Core of Teaching and Common Core of Learning
- The Connecticut School Leader Standards

The School Improvement Plans:

The school principal or administrative team (if appropriate) are responsible to design annually a School Improvement Plan. The plan is a tool to assist the school's professionals to improve instruction and other learning support structures. Through the School Improvement Plan, a school's progress toward instructional standards is continually measured within the parameters of the individual school's context.

The School Improvement framework links goals and objectives that are focused on student learning outcomes with classroom strategies and data collection. Integral to the process is training. Teacher professional development becomes focused and ongoing, with student performance and results as a focal point. The scaffolding prompts teachers to work collaboratively and to use student work as a vehicle for discussing instructional strategy improvement. The School Improvement framework assists schools to advance all components necessary for improved teaching and learning.

Through the **School Improvement Planning** process, teachers can engage in action research that merges classroom instructional strategies, professional development, and data collection to analyze whether true student learning growth has occurred. **Action research** projects focus on classroom instructional strategies that will improve student learning of the extended basic skills and foundational inquiry skills that are articulated in the State of Connecticut Standards. Teachers work together on grade level teams/cross grade level teams/interdisciplinary teams/subject area departments to determine what **classroom strategies** they will implement to address particular learning needs for individual students or clusters of students. Teachers gather student performance data (uniform assessment scores, student work samples, teacher observation, standardized test scores) and regularly discuss the results and their meaning. The process reflects cognitive coaching, peer consultation, and reflective feedback. (Costa & Garmston, 1994). The close linkage of **professional development** to classroom instruction in an action research construct has facilitated focused and ongoing teacher learning. (Joyce, Showers, 1995 & Sparks, 1994).

The Connecticut Common Core of Learning and Teaching

The Connecticut Common Core of Learning and Connecticut Common Core of Teaching, as well as the Manchester curricula, are vital resources used by administrators who analyze the effectiveness of instruction taking place in the school environment. The Connecticut Common

Core of Teaching articulates the knowledge, skills, and professional attributes that all teachers are expected to attain and exhibit. The CCT presents these professional standards as Foundational Skills and Competencies and Discipline-Based Standards. Manchester's initially certified teachers are expected to demonstrate their competence through both the Manchester Professional Growth and Teacher Evaluation Program and through successful completion of the Connecticut Beginning Educator Support and Training Program (B.E.S.T.) and B.E.S.T. Portfolio Assessment (as stipulated by the State Department of Education).

Manchester's local curriculum and performance standards and measurements align with the Connecticut Common Core of Learning and the Connecticut K-12 Curriculum Frameworks. Manchester teachers use the local, state, and national curricular guides as they design instruction. Manchester's curriculum implementation guides and student assessment rubrics become key tools in instructional planning and assessment.

The WalkThrough Using The Principles of Learning

The Manchester Learning Community is organized to foster student effort. The administrator Professional Growth and Evaluation Program details the expectations that all classrooms will be organized around The Principles of Learning (Resnick, University of Pittsburgh, 1998):

- Organizing for Effort
- Providing Clear Expectations
- Designing Fair and Credible Assessments
- Structuring a Rigorous Thinking Curriculum
- Fostering Accountable Talk Among Students
- Socializing Intelligence
- Celebrating Success
- Perceiving Learning As An Apprenticeship
- Self-Management of Learning

The Manchester Professional Growth and Administrator Evaluation Program includes a teacher support procedure called The WalkThrough. Administrators will conduct multiple WalkThroughs, focusing on the above standards. A WalkThrough is a tour through a school's learning areas, using the standards appropriate to the evaluation phase (Induction Phase or Continuing Professional Development). Manchester administrators have been trained in The WalkThrough by The Principals' Institute through the Danforth Foundation. ("The WalkThrough Developing A Learning Community" designed by Institute for Learning, The Learning Research and Development Center at The University of Pittsburgh, 1998 under the direction of Dr. Lauren Resnick.)

It is the responsibility of Manchester administrators to conduct WalkThroughs as described in the Manchester Professional Growth and Teacher Evaluation Program. Administrators will write Open Letters to the teaching community after the formal WalkThroughs. They will file the Open Letters with their evaluator. Administrators are also expected to support Collegial WalkThroughs.

The Executive Supervisory WalkThrough is conducted by the Superintendent, and Assistant Superintendent, who accompany the building principal on a WalkThrough. The intent is to strive to know every teacher and to match adult learning needs to improve instruction and student learning (School Improvement Plan). These administrators will observe the quality of students' work as measured against district and state standards and rubrics. They aim to observe

and verify examples of student work and instruction that exemplify the Principles of Learning. They can review the professional growth status of teachers, what they are currently teaching and what kinds of help they have been given or might need in the future. In this WalkThrough mode the administrator focuses the building principal on creating a learning environment among the staff of the building and the district. All administrators involved extend their understanding of the instruction and learning foci chosen by the district for improvement. They may recommend specific instruction and learning suggestions and expect that they will be pursued as part of the School Improvement Plan. Discussion will focus on the successes and weaknesses specific to instruction and learning in the school, using the School Improvement Plan.

The Superintendent and Assistant Superintendent will write Open Letters to the school teaching community after the WalkThrough visit. The Superintendent and Assistant Superintendent will use the School Improvement Plan and appropriate WalkThrough Questions during the experience.

Ongoing Professional Development Mandates and Opportunities

The Manchester School System is a learning community committed to ongoing professional development. We believe that one of the most critical factors in improvement in student achievement is the continuous improvement of administrator skills in supervision and evaluation. The district will continue to train administrators on a regular basis so that they can support teachers toward continuous growth and so that they will provide fair and credible teacher evaluations. Training continues for WalkThrough experiences. The purpose of a WalkThrough is to focus teachers and administrators on improving core education practices. During WalkThroughs, participants use the Principles of Learning and state, local and national instructional standards for high quality student work.

Manchester administrators are expected to meet all Connecticut State Department of Education mandates with respect to professional development, including the number and nature of continuing education units (CEU) per year for continued licensure.

Responsibility for professional development is shared by each school site and the district. Each school site organizes targeted and focused professional development through the School Advisory Council and other school leadership structures. Individual school professional development is articulated within the School Improvement Plan. The district organizes professional development through the K-12 Curriculum Council and the Teacher Professional Growth and Evaluation Committee. Professional development is co-funded through local Board funds and through grants. Wherever possible, the district funds professional development activities requested by teachers, as stipulated in contract. Teachers provide input regarding professional development, and they have opportunities to evaluate professional development experiences.

Administrative Responsibilities Within the Teacher Professional Growth and Evaluation Processes.

Administrators are responsible for the activities listed below:

- Ensure the design of a School Improvement Plan annually, which
 - Demonstrates review of student performance data
 - Specifies focused teacher instructional strategies for improved student achievement
 - Articulates targeted and focused teacher professional development
 - Defines targeted activities with parents to help them assist their children at home
 - Delineates possible funding sources
- Use the teacher evaluation standards as articulated within this document
- Foster positive relationships during the professional development and evaluation process
- Conduct teacher evaluation according to the processes and times established within this document
- Articulate professional judgment based on data and knowledge of research-proven instructional strategies
- Provide for advice and resources to teachers on data collection and analysis
- Assist teacher in the reflective process
- Provide for training of self and staff in research-proven practices to address and narrow the gaps between the district's expectations for student performance and the actual student performance.

STANDARDS, ACTIONS, AND PERFORMANCE MEASUREMENTS

In the Manchester Public Schools, the administrator operates within the constraints of

- state and federal statutes and regulations
- Board of Education adopted policy and curriculum
- central administration practices which are developed in compliance with these policies and regulations. These include, but are not limited to, such practices as: accurate and timely record keeping for teachers and students; a planned focus on safety for staff and students; timely and effective budget management; positive community and parental involvement; facility monitoring.

The administrator has the authority and responsibility to operate the school or program in a manner that most effectively contributes to the educational and personal development, safety, and welfare of students in the school or program, within the parameters stated above.

There are twelve leadership standards adopted by the Connecticut State Board of Education in 1999, which apply to all administrators certified by the State of Connecticut and which define the effective performance of all administrators.

THE CONNECTICUT SCHOOL LEADER STANDARDS

- The Educated Person
- The Learning Process
- The Teaching Process
- Diverse Perspectives
- School Goals
- School Culture
- Student Standards and Assessment
- School Improvement
- Professional Development
- Integration of Staff Evaluation, Professional Development, and School Improvement
- Organization, Resources and School Policies
- School-Community Relations

The Selection of Performance Standards

The selection of Performance Standards will be determined annually by the administrator in collaboration with the administrator's supervisor. The standards selected correlate with the School Improvement Plan.

Administrators who are either new to the district or new to the administrators' union will select at least two standards, one of which is School Culture (VI) during the first two years.

All other administrators must select at least two standards. The Superintendent of Schools reserves the right to alter the selection process, after consultation with the MSAA.

SCHEDULE OF EVALUATION ACTIVITY TIMELINES

Planning Conference

Last Work Day in October

Sign-off on Standards Form
Evaluation Plan Developed

WalkThrough and Open Letters

November through January

- A) By the administrator of assigned teachers
- B) By the supervisor of the administrator

Progress Conference

By February 2nd

Superintendent or Assistant Superintendent are required to follow this conference with written documentation for administrators who are either new to the district or new to the administrators' union.

WalkThrough and Open Letters

February through June

- A) By the administrator of assigned teachers
- B) By the supervisor of the administrator

Final Conference and Written Evaluation

Last Work Day

CONTINUOUS PROFESSIONAL DEVELOPMENT PHASE

COLLABORATIVE SUPPORT

Tenured teachers do not cycle through a year of Full-Evaluation; however, a formal observation may be conducted at the discretion of the building administrator or at the request of a teacher.

Building and district administrators also conduct WalkThroughs in classrooms of tenured teachers on a regular basis. Tenured teachers are assessed using the Connecticut Common Core of Teaching Foundational Skills and Discipline-Based Standards. They are also assessed using the Principles of Learning and the district’s performance-based standards.

At times, tenured teachers may need additional structured assistance to improve performance of their instructional or professional responsibilities. A building principal, who has concerns about a teacher’s performance, based on formal observations or WalkThroughs, will meet with the teacher to discuss the data that have prompted this professional judgment.

The building principal will discuss the concern formally with the teacher. The principal will identify the problem area(s), presenting the demonstrating data. Both the building principal and the teacher will document a plan of action to remedy the performance problem. K-12 Instruction Supervisors may be asked to serve as resource personnel. The plan of action must specifically address the professional growth that must occur over a specified timeline (**a maximum of 10 teaching months**), as measured against standards selected from:

- ❑ The Connecticut Common Core of Teaching Foundational Standards;
- ❑ The Appropriate Discipline Based Professional Teaching Standards;
- ❑ The Principles of Learning; and
- ❑ District Performance Standards and School Improvement Initiatives

Upon review of progress made toward correcting the problem in the growth areas, the principal will make one of the following recommendations:

- If the principal determines that the teacher has progressed satisfactorily, the principal will return the teacher to the Continuous Professional Growth Phase of the Teacher Professional Growth and Evaluation Program.
- If the principal determines that the teacher has not progressed satisfactorily, the principal will formally advise that teacher in a formal meeting. The teacher will be advised to have a representative of the Manchester Education Association (MEA) present at that meeting. The staff member has a right to MEA and/or other legal representation in all subsequent meetings.

COLLABORATIVE SUPPORT

Teacher Name: _____ School: _____

Assignment: _____ Date: _____

Identification of the concern:

You will need to improve your performance on the standard(s) listed. These standard areas have been selected from the district’s standards, based on performance data gathered during formal observations, WalkThroughs, and/or other professional experiential contexts.

- Connecticut Common Core of Teaching Foundational Skill Standard(s):
- Appropriate Discipline-Based Professional Teaching Standard(s):
- Principles of Learning Standard(s):

Date(s) to Review Progress on Attached Collaborative Design:

Staff Member’s Initial Comments:

Staff Member’s Comments at the End of Review:

Evaluator’s Comments/Recommendations at the End of Review:

Administrator: _____

Date: _____

Receipt of Notice: _____
(Evaluatee’s Signature)

Date: _____

Evaluator Check At End of Review:

- Evaluatee to resume normal Continuous Professional Growth Status.
- Evaluatee receives Extended Evaluation Notice.

Administrator’s Signature: _____

Date: _____

Receipt of Notice: _____
(Evaluatee’s Signature)

Date: _____

COLLABORATIVE SUPPORT

Collaborative design for professional growth/further development in this area:

Teacher's Name: _____

Desired Outcome(s): _____

Teacher Learning Outcomes	Measurement/Indicators of Success	Resources Required	Resources in Place

How will this plan affect student outcomes?

MANCHESTER PUBLIC SCHOOLS

EXTENDED EVALUATION

When a tenured Manchester teacher has failed to demonstrate competency against the standards in the Manchester Teacher Professional Growth and Evaluation Program, that teacher may be placed in the Extended Evaluation component.

Extended Evaluation may be initiated at any time during the school year. Regardless of the effective date, the administrator will review the extended evaluation with the teacher no later than the end of May. At this time, the administrator will either terminate the extended evaluation or have it continue into the next school year. Under normal circumstances, the extended evaluation will be in effect no more than **10** consecutive school months.

A review of the Teachers' Professional Growth Plan or an initial discussion should be held between the evaluator and the staff member focusing on areas of concern. The teacher and evaluator will develop an Extended Evaluation Plan. If the teacher refuses to assist in developing the plan, an Extended Evaluation Plan shall be developed by the evaluator and shall include:

- A list of what must be accomplished by the teacher
- A list of the professional assistance offered by the district
- A timeline for successful improvement
- A timeline to review the plan

Upon review of the Extended Evaluation Plan and progress toward correcting the problem/situation, the principal/supervisor will make one of the following recommendations:

- ❑ Incident(s)/situation(s) resolved (staff member shall be removed from the Extended Evaluation and returned to the place in Continuous Professional Growth Phase.
- ❑ Incident(s)/situation(s) not resolved/improved and staff member may face additional disciplinary measures, including contract termination.

MANCHESTER PUBLIC SCHOOLS

EXTENDED EVALUATION PLAN

Name: _____ School: _____
Assignment: _____ Date: _____

Please be informed that due to lack of achievement of minimum performance standards in the following area(s):

it is necessary to continue your evaluation with possible implications for salary increment or continued employment with the Manchester Public Schools. The goal of this Extended Evaluation is to cause improvement in the above listed areas.

At this time you are encouraged to request assistance from the Manchester Education Association in the matter of your evaluation.

Meeting discussion on Extended Evaluation: _____ at _____
(Date) (Time)

Administrator's Signature: _____ Date: _____

Receipt of Notice: _____
(Evaluatee's Signature) (Date)

MANCHESTER PUBLIC SCHOOLS EXTENDED EVALUATION

This plan may begin at any time during the school year and under no circumstances will be in effect for more than 10 consecutive school months.

Extended Evaluation Times	Extended Evaluation
<i>Month 1</i>	Meeting between evaluator and staff member will take place in order to focus on areas of concern, resulting in an Extended Evaluation plan. This will include, but will not be limited to: <ul style="list-style-type: none"> • professional assistance offered by district • what must be accomplished by teacher • time lines for successful improvement and review of plan • a list of persons involved
<i>As specified in plan</i>	<i>Meetings as specified in plan</i>
<i>End of May</i>	Administrator will review Extended Evaluation with teacher no later than the end of May (regardless of the effective date).
End of plan (as specified in plan, within 10 teaching months)	<p style="text-align: center;">Recommendation by evaluator that problem has been resolved and teacher moves to Continuous Professional Growth Phase</p> <p style="text-align: center;">OR</p> Recommendation by evaluator that problem is not improved: teacher may face disciplinary measures, including contract termination

MANCHESTER PUBLIC SCHOOLS

Name: _____ *Date:* _____

EXTENDED EVALUATION PLAN

A. In order to improve in the identified area(s), the evaluatee will do the following: (be specific and include a time line)

Action Plan assistance required resources time line

B. In order to assist the teacher, the principal and/or supervisor will do the following: (be specific and include a time line)

Action Plan Who Will Assist Resources Accessed Time line

MANCHESTER PUBLIC SCHOOLS

C. Names of Administrators who will participate in supervision:

D. Progress Meeting Schedule

Regular progress meetings will be held as necessary.

The first of such meetings will be held on _____

Subsequent meetings to be held _____ and _____.

Administrator will review Extended Evaluation with teacher no later than May 31 (regardless of effective date).

E. The teacher has _____ completed the Extended Evaluation Plan.
Satisfactorily or Unsatisfactorily

Principal's/Evaluator's Signature: _____

Evaluatee's Signature: _____

Date: _____

CONTINUOUS PROFESSIONAL DEVELOPMENT PHASE

COLLABORATIVE SUPPORT

Tenured teachers do not cycle through a year of Full-Evaluation; however, a formal observation may be conducted at the discretion of the building administrator or at the request of a teacher. Building and district administrators also conduct WalkThroughs in classrooms of tenured teachers on a regular basis. Tenured teachers are assessed using the Connecticut Common Core of Teaching Foundational Skills and Discipline-Based Standards. They are also assessed using the Principles of Learning and the district's performance-based standards.

At times, tenured teachers may need additional structured assistance to improve performance of their instructional or professional responsibilities. A building principal, who has concerns about a teacher's performance, based on formal observations or WalkThroughs, will meet with the teacher to discuss the data that have prompted this professional judgment.

The building principal will discuss the concern formally with the teacher. The principal will identify the problem area(s), presenting the demonstrating data. Both the building principal and the teacher will document a plan of action to remedy the performance problem. K-12 Instruction Supervisors may be asked to serve as resource personnel. The plan of action must specifically address the professional growth that must occur over a specified timeline (**a maximum of 10 teaching months**), as measured against standards selected from:

- ❑ The Connecticut Common Core of Teaching Foundational Standards;
- ❑ The Appropriate Discipline Based Professional Teaching Standards;
- ❑ The Principles of Learning; and
- ❑ District Performance Standards and School Improvement Initiatives

Upon review of progress made toward correcting the problem in the growth areas, the principal will make one of the following recommendations:

- If the principal determines that the teacher has progressed satisfactorily, the principal will return the teacher to the Continuous Professional Growth Phase of the Teacher Professional Growth and Evaluation Program.
- If the principal determines that the teacher has not progressed satisfactorily, the principal will formally advise that teacher in a formal meeting. The teacher will be advised to have a representative of the Manchester Education Association (MEA) present at that meeting. The staff member has a right to MEA and/or other legal representation in all subsequent meetings.

COLLABORATIVE SUPPORT

Teacher Name: _____ School: _____

Assignment: _____ Date: _____

Identification of the concern:

You will need to improve your performance on the standard(s) listed. These standard areas have been selected from the district's standards, based on performance data gathered during formal observations, WalkThroughs, and/or other professional experiential contexts.

- Connecticut Common Core of Teaching Foundational Skill Standard(s):
- Appropriate Discipline-Based Professional Teaching Standard(s):
- Principles of Learning Standard(s):

Date(s) to Review Progress on Attached Collaborative Design:

Staff Member's Initial Comments:

Staff Member's Comments at the End of Review:

Evaluator's Comments/Recommendations at the End of Review:

Administrator: _____ Date: _____

Receipt of Notice: _____ Date: _____
(Evaluatee's Signature)

Evaluator Check At End of Review:

- Evaluatee to resume normal Continuous Professional Growth Status.
- Evaluatee receives Extended Evaluation Notice.

Administrator's Signature: _____ Date: _____

Receipt of Notice: _____ Date: _____
(Evaluatee's Signature)

COLLABORATIVE SUPPORT

Collaborative design for professional growth/further development in this area:

Teacher's Name: _____

Desired Outcome(s): _____

Teacher Learning Outcomes	Measurement/Indicators of Success	Resources Required	Resources in Place

How will this plan affect student outcomes?

MANCHESTER PUBLIC SCHOOLS

EXTENDED EVALUATION

When a tenured Manchester teacher has failed to demonstrate competency against the standards in the Manchester Teacher Professional Growth and Evaluation Program, that teacher may be placed in the Extended Evaluation component.

Extended Evaluation may be initiated at any time during the school year. Regardless of the effective date, the administrator will review the extended evaluation with the teacher no later than the end of May. At this time, the administrator will either terminate the extended evaluation or have it continue into the next school year. Under normal circumstances, the extended evaluation will be in effect no more than **10** consecutive school months.

A review of the Teachers' Professional Growth Plan or an initial discussion should be held between the evaluator and the staff member focusing on areas of concern. The teacher and evaluator will develop an Extended Evaluation Plan. If the teacher refuses to assist in developing the plan, an Extended Evaluation Plan shall be developed by the evaluator and shall include:

- A list of what must be accomplished by the teacher
- A list of the professional assistance offered by the district
- A timeline for successful improvement
- A timeline to review the plan

Upon review of the Extended Evaluation Plan and progress toward correcting the problem/situation, the principal/supervisor will make one of the following recommendations:

- ❑ Incident(s)/situation(s) resolved (staff member shall be removed from the Extended Evaluation and returned to the place in Continuous Professional Growth Phase.
- ❑ Incident(s)/situation(s) not resolved/improved and staff member may face additional disciplinary measures, including contract termination.

MANCHESTER PUBLIC SCHOOLS

EXTENDED EVALUATION PLAN

Name: _____ School: _____
Assignment: _____ Date: _____

Please be informed that due to lack of achievement of minimum performance standards in the following area(s):

it is necessary to continue your evaluation with possible implications for salary increment or continued employment with the Manchester Public Schools. The goal of this Extended Evaluation is to cause improvement in the above listed areas.

At this time you are encouraged to request assistance from the Manchester Education Association in the matter of your evaluation.

Meeting discussion on Extended Evaluation: _____ at _____
(Date) (Time)

Administrator's Signature: _____ Date: _____

Receipt of Notice: _____
(Evaluatee's Signature) (Date)

MANCHESTER PUBLIC SCHOOLS EXTENDED EVALUATION

This plan may begin at any time during the school year and under no circumstances will be in effect for more than 10 consecutive school months.

Extended Evaluation Times	Extended Evaluation
<i>Month 1</i>	Meeting between evaluator and staff member will take place in order to focus on areas of concern, resulting in an Extended Evaluation plan. This will include, but will not be limited to: <ul style="list-style-type: none"> • professional assistance offered by district • what must be accomplished by teacher • time lines for successful improvement and review of plan • a list of persons involved
<i>As specified in plan</i>	<i>Meetings as specified in plan</i>
<i>End of May</i>	Administrator will review Extended Evaluation with teacher no later than the end of May (regardless of the effective date).
End of plan (as specified in plan, within 10 teaching months)	<p style="text-align: center;">Recommendation by evaluator that problem has been resolved and teacher moves to Continuous Professional Growth Phase</p> <p style="text-align: center;">OR</p> Recommendation by evaluator that problem is not improved: teacher may face disciplinary measures, including contract termination

MANCHESTER PUBLIC SCHOOLS

Name: _____ *Date:* _____

EXTENDED EVALUATION PLAN

A. In order to improve in the identified area(s), the evaluatee will do the following: (be specific and include a time line)

Action Plan assistance required resources time line

F. In order to assist the teacher, the principal and/or supervisor will do the following: (be specific and include a time line)

Action Plan Who Will Assist Resources Accessed Time line

MANCHESTER PUBLIC SCHOOLS

G. Names of Administrators who will participate in supervision:

H. Progress Meeting Schedule

Regular progress meetings will be held as necessary.

The first of such meetings will be held on _____

Subsequent meetings to be held _____ and _____.

Administrator will review Extended Evaluation with teacher no later than May 31 (regardless of effective date).

I. The teacher has _____ completed the Extended Evaluation Plan.
Satisfactorily or Unsatisfactorily

Principal's/Evaluator's Signature: _____

Evaluatee's Signature: _____

Date: _____

APPENDICES

- The Principles of Learning
- Connecticut School Leader Standards
- WalkThrough Questions (From “The WalkThrough: Developing A Learning Community” and the work of Dr. Lauren Resnick and the Institute for Learning at the University of Pittsburgh)
- Connecticut Common Core of Learning Foundational Skills
(Refer to Manchester Teacher Professional Growth and Evaluation Program.)
- Connecticut Common Core of Teaching
(Refer to Manchester Teacher Professional Growth and Evaluation Program.)
- Manchester School Improvement Frameworks
- Connecticut’s Teacher Evaluation Law
- Connecticut Guidelines For Teacher Professional Growth and Evaluation

- What happens when a student makes a mistake or doesn't answer questions correctly? Does the student get an opportunity to figure out the answer?
- Are all students confident that they can do the work required in each class? How do you know? If the students say, "No," ask what they would need to build their confidence.
- How do students indicate they feel they can take a risk, share new ideas with their class and have classmates help them think through their ideas or answer their questions?
- What do students do when they are having difficulty solving a problem or completing an assignment? Do they "stick" with the work, or do they tend to give up?
- If a student isn't doing well in class, what might the reason(s) be? What can a student do if he or she is not doing well in a class? What does a student do to get help? When would a student get this help?
- In what ways do students come prepared to work in class every day? Does every student in class come to class prepared to work?
- When students haven't completed assignments (homework or classwork), what happens? Who makes sure they complete the assignment and when is this work done?

For Executive Supervisory WalkThrough:

- In what ways do students compete with each other for grades or recognition? In what ways do they try to do better than other students? How do you know this is what is happening? What kinds of competitive activities, or activities where students earn first, second, and third place for their work (i.e., science competitions, math competitions) does the school promote? Who participates in them?

WalkThrough Questions: Organize for Effort

In what ways are students supported as learners?

- In what ways do adults in the school know you and the work you are capable of doing? What does this adult do?
- Do you have access to all the resources that you need to do "good" work? Can you provide some examples of the resources that you use when you use them?
- Do you think the teacher believes that all students in this classroom are capable of learning? How do you know this?
- Does an adult in the school ask how your work is progressing or if you need any help; does an adult encourage you to keep working hard, look at your work, and suggest ways to improve it? Give examples of how this occurs.
- Is there an adult outside of school who helps you with your work, encourages you to work hard, and provides you with opportunities to learn? Tell how this occurs.

WalkThrough Questions: Organize For Effort

What visible signs indicate that a school is organized for effort?

- Do all students have quality work displayed somewhere in the room/school? Is this work regularly updated?
- Are criteria charts, rubrics, or expectations for quality work posted in classrooms? In what ways do students talk about them and use them to judge the quality of their own work?
- Is there a record-keeping system in place that lets students and teachers know what work has or has not met the standard?

For Executive Supervisory WalkThrough

To what extent are students aware of how they function as learners and of the opportunities available to them?

- Can students use the library, computer room, or resource center throughout the day, including afterschool? Which students use these resources? When?
- May they take any class of interest? In what ways do students sign up for classes that they want to take? May any student in the school take an honors or gifted class if he or she chooses to?
- In what ways is the work one student does for an “A” the same as the work another students does for an “A”? How do you know?
- Do all students have to work hard in each class? How do you know? What does it mean to work hard?
- In what ways do students help each other complete work or understand work?

WalkThrough Questions: Clear Expectations

What are the visible signs of expectations?

- In what ways do criteria, charts, rubrics, or expectations require students to include facts as well as reasoning when producing work?
- Are good examples of quality student work that meet the standards on display? Are the qualities that make it good labeled?
- Is student work displayed within a standards-based learning continuum; do students know how the skill and concepts they have learned or will learn fit into the continuum?
- In what ways do the displays of student work show students’ individuality?
- In what ways does the portfolio system foster students’ achievement toward the standards?

How aware are students of their learning?

- What are you learning?
- Why do you need to know this information?

- What did you learn previously that has helped you with this lesson?
- How will this lesson help you with future lessons?
- Who helps you understand what you are learning and why you are learning it?

WalkThrough Questions: Clear Expectations

How do students learn about the quality of their learning? Ask students....

- How do you know if your work is “good” enough?
- If you want to do good work in this room, how do you know what to include in your work to make it good?
- If you want to make your work better, how do you know what needs to be improved?
- Do you discuss with your teacher or other students ways to make your work better?
- Do you get to see other students’ work to discuss why it is good and to share ideas about ways to improve it?
- When you earn a grade, can you explain why you earned it?
- Do you discuss your school work with your parents? If so, how do you discuss the work, and what do you discuss?

**WalkThroughQuestions: Academic Rigor
In a Thinking Curriculum**

What do students tell us about how they are actively engaged in reasoning about the curriculum and knowledge construction using known facts and established concepts.

- What are you studying in this subject area? What facts help you to study the ideas or to do the activities in this subject.

- Tell me some questions that you have asked in class recently. How do you get answers to your questions?
- How do you define a challenging, high-level assignment? Please show me an activity or some work that was challenging to you.
- In what ways do you interpret or make sense of materials you are reading, studying, or viewing? How do you do this?
- If you apply what you are learning, in what ways do you think this application of knowledge helps your learning?
- Do you have opportunities to reflect in discussions or in writing about what you are learning and how you are learning it? Tell us about the opportunities.
- What are some questions that you or others were asked recently about why you chose to work a certain way or how you knew something?
- In which subjects do you work on extended projects? How do you know if your project work is good enough? Have you ever had to revise a project? Please explain the circumstances and whether the revision helped your learning.

WalkThrough Questions: Academic Rigor in a Thinking Curriculum

What do students tell us about how they are actively engaged in reasoning about the curriculum and knowledge construction using known facts and established concepts?

- What are you studying in this subject area? What facts help you to study the ideas or to do the activities in this subject?
- Tell me some questions that you have asked in class recently. How do you get answers to your questions?
- How do you define a challenging, high-level assignment? Please show me an activity or some work that was challenging to you.
- In what ways do you interpret or make sense of materials you are reading, studying, or viewing? How do you do this?
- In what ways do you get to use or apply what you are learning in other subjects or outside of school?
- If you apply what you are learning, in what ways do you think this application of knowledge helps your learning?
- Do you have opportunities to reflect in discussions or in writing about what you are learning and how you are learning it? Tell us about the opportunities.
- What are some of the big ideas that you are now discussing in this class?

- What are some questions that you or others were asked recently about why you chose to work a certain way or how you knew something?
- In which subjects do you work on extended projects? How do you know if your project work is good enough? Have you ever had to revise a project? Please explain the circumstances and whether the revision helped your learning.

WalkThrough Questions: Academic Rigor in a Thinking Curriculum

For Executive Supervisory WalkThrough

What visible signs indicate that knowledge and thinking are intimately joined throughout the curriculum and instruction?

- Is there an articulated curriculum in each subject that avoids needless repetition from grade to grade? If so, in what ways does it progressively deepen students' understanding of core concepts?
- Has the school/department/grade level, mapped curriculum for the year to ensure integration?
- Is the curriculum organized around major concepts specified in the standards? If so, what are the major concepts in the subject area under study?
- In what ways does the assessment for the subject area under study evaluate thinking, reasoning, and identified core knowledge?
- In what ways is instruction organized to support reflection on learning processes, strategies, and levels of thinking required?
- What process is used for teachers to discuss and receive feedback on their lesson plans for evidence of high thinking demand and teaching of the identified core concepts?
- What evidence do you see in students' work that they are learning about major concepts organized around core knowledge?

Participant's Responsibilities During an Observational WalkThrough

The following list of participants' responsibilities helps to make the observational WalkThrough experience positive for all involved: the principal, professional developers, teachers, and students. These responsibilities are introduced after the purpose of the WalkThrough has been identified. Comments and questions will follow from this established purpose.

- Make comments or ask questions that prompt those who hear them to think deeply about their work, without feeling that they are being evaluated.
- Maintain professional conversation in all areas, including classrooms, hallways, and restrooms.

- Make descriptive statements or ask thought-provoking questions; being silent during a WalkThrough or during the pre- or post-conference does not necessarily mean that you are being respectful.
- Do not focus on other schools/districts or your own experiences. This is the school's/teacher's time; focus on this school's/teacher's work.

One WalkThrough experience is only a snapshot in time. It is important to develop an awareness of this by:

--discussing ways that the principal might return to the classroom for future visits.

--suggesting that further conversations might be needed with teachers to learn more about what happened before and after a lesson.

--asking teachers for examples of students' work in order to learn more about a lesson.

- Do not interrupt a lesson being conducted with a class unless the teacher or principal signals that you may ask students questions. If you do talk with students, keep the discussion brief; the teacher has planned a lesson.
- If the teacher asks why you are walking through his or her school, explain that you are learning to identify students' work and instruction that exemplify the Principles of Learning.
- Allow enough time for a post-WalkThrough conference. Cite specific examples from classrooms and how each relates to the Principles of Learning.

Possible Components of Post-WalkThrough Letters

Post-WalkThrough letters from the principal might include comments from each of the following areas:

- Provide personal reflections on conducting a WalkThrough. This part of the letter may include:
 - a thank you to teachers and students for participating in the WalkThrough
 - an observation about teachers' preparation of materials that met the purposes of the WalkThrough; and/or
 - a statement about what conducting a WalkThrough meant for the principal's own learning
- State the purpose for this particular WalkThrough and relate it to the general WalkThrough purpose and to the school's agenda.
- Provide examples of students' and teachers' work seen and/or heard and relate this to the school's focus. Do this without giving specific names and classrooms. For example, "Students were able to tell us why they read for twenty minutes per day. One student said, "I will be a better reader, and I will know more words." Students in this classroom clearly know what they are learning.
- State in what ways the work of observing and studying student work will continue. For example, "I look forward to coming back next week and hearing about the criteria for what makes a good newspaper article summary."

- Invite teachers to discuss the WalkThrough further with you.

The Principles of Learning (Resnick, 1998)

Organize For Effort

- A clear, high minimum set of standards that every student is expected to meet is established in each subject.
- All students are taught a curriculum that prepares them to meet the standards.
- Additional instruction and learning time is provided for students who need it in order to meet the standards.
- When there are special learning opportunities, a willingness to do the work is the primary admission criterion.
- Students are responsible for completing academic work that has been specified and negotiated.
- There are specified bodies of work that students must accomplish by the end of key stages of schooling.

Clear Expectations

- Standards that include models of student work are available to and discussed with students.
- Students judge their work with respect to standards.
- Intermediate expectations leading to the formally measured standards are specified.
- Families and community are informed about the accomplishment standards children are expected to achieve.

Recognition of Accomplishment

- Frequent and regular occasions for recognizing student accomplishment linked to standards are established.
- Recognition events mark real accomplishment – meeting a standard or intermediate expectation.
- Enough clearly demarcated progress points are set so that all students experience recognition and celebration of their accomplishments periodically.
- Families and other community members who matter to students participate in celebrations and recognition events.
- Employers and colleges recognize and ask for evidence of academic accomplishments of high school students.

Fair and Credible Evaluations

- Exams and tests are referenced to standards and designed to be studied for. These exams and tests are valid when students are directly prepared to take them.
- Exams, tests and classwork are graded against absolute standards, not on a curve.
- A reporting system exists that makes it clear to students and their parents how they are progressing toward expected standards.
- Assessments validly test the full range of adopted standards.
- Curriculum and assessments are aligned.
- “Public accountability” assessment instruments and “instructional assessments” are aligned.

Academic Rigor in a Thinking Curriculum

- Commitment to a knowledge core
- High thinking demand
- Active use of knowledge

Accountable Talk

- A substantial portion of instruction time involves students in peer- or teacher-led talk related to the concepts delineated in the standards.
- Talk must be accountable to:
 - the learning community
 - accurate information
 - standards of evidence
 - standards of reasoning
- In instructional discussions teacher and students press for clarification and explanation
- Require justifications of proposals and challenges
- Recognize and challenge misconceptions
- Demand evidence for claims and arguments
- Interpret and use each others’ statements

Socializing Intelligence

- Students are acquiring and using strategies for learning and problem-solving.
- Students are acquiring and using strategies for appropriately getting and giving help in learning.
- Staff communicate to all students that they are already competent learners, and are able to become even better through their persistent use of strategies and by reflecting on their efforts.
- Classroom practice holds students accountable for using learning, problem-solving and helping strategies.
- Students are persistent when working on challenging problems.
- Students regularly expect to do “better than before.”

Learning as Apprenticeship

- ❑ **Students create authentic products for authentic audiences.**
- ❑ **Student products meet publicly agreed upon standards of quality.**
- ❑ **Experts from within the school or from the community critique and guide student work**
- ❑ **Learning strategies and thinking are overtly modeled and discussed**

Self-Management of Learning

- Students possess an array of self-monitoring and self-management strategies
- Students notice when they don't understand something and take steps to remedy the situation
- Students formulate questions and inquiries that let them explore deep levels of meaning
- Students manage their own learning by evaluating the feedback they get from others
- Students bring their own background knowledge to bear on new learning
- Students anticipate learning difficulties, apportion time accordingly, and judge their progress toward a goal

STANDARDS FOR SCHOOL LEADERS

I. The Educated Person

The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

II. The Learning Process

The school leader possesses a current, research-and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning. (i.e. Common Core of Learning).

III. The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values, and practices on student learning. (i.e., Common Core of Teaching).

IV. Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.

V. School Goals

The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of those goals.

VI. School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.

VII. Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII. School Improvement

The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering

promising alternatives, and implementing program changes that are designed to improve learning for all students.

IX. Professional Development

The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.

X. Integration of Staff Evaluation, Professional Development, and School Improvement

The school leader works with staff to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development, and school improvement that results in improved teaching and learning for all students.

XI. Organization, Resources, and School Policies

The school leader works with staff to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity, and learning for all students.

XII. School-Community Relations

The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

I. The Educated Person

The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge and Skills

The school leader

- understands major social, historical, and technological developments, and their implications for the knowledge, skills, abilities, and dispositions needed by citizens in today's world.
- knows that the educated person needs to understand the relationships among the academic disciplines, and how the disciplines are applied to real-world settings.
- knows that the educated person is able to apply knowledge and understandings in new contexts to assess intellectual stances, make decisions, and solve problems.
- understands the need for the educated person to value diversity.

Dispositions

The school leader

- values the participation of members of the school community (staff and parents) in developing a common vision of the educated person and identifying the implications of that vision for students, staff, and the school's programs.
- is committed to examining multiple perspectives regarding what is to be educated.
- is willing to examine all assumptions, beliefs, and practices regarding school programs.
- views cultural diversity as an asset and opportunity.

Performances

The school leader

- develops a vision of the educated person; shares that vision with the school community members, staff, and students to create a shared vision of the educated person.
- works with staff, parents, and students to translate the school's vision of the educated person into school goals and student standards.
- works with parents and staff to identify the Connecticut between the school's image of the educated person and a knowledge of contemporary learning theory.
- ensures that the school's vision of the educated person informs staff development and is incorporated into the criteria for evaluating teacher performance and school programs.
- demonstrates sensitivity to and respect for all cultural groups.
- models the school's image of the educated person and insists staff to do the same.

II. The Learning Process

The school leader possesses a current, research- and experience-based understanding of learning theory and human motivation, helps develop

such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning.

Knowledge and Skills

The school leader

- ❑ understands how to transform research regarding learning into practices that are effective within the individual school context.
- ❑ understands that learners play a highly active role in developing (constructing) their own knowledge and meaning.
- ❑ realizes that knowledge results from student interactions with others and that student understandings are influenced by understandings of others.

Dispositions

The school leader

- ❑ believes that all students can attain high levels of achievement.
- ❑ respects the unique qualities of each learner, and is committed to helping each of them develop self-confidence and competence.

Performances

The school leader

- ❑ stays current with research and theory regarding learning and motivation.
- ❑ understands that the motivation to learn arises from one's internalized goals, needs, and aspirations.
- ❑ understands the considerable variation among learners both in their cognitive processing and in the time they require to achieve identified outcomes.
- ❑ understands that intelligence is not a single construct and that students will often possess strengths in specific areas of human activity and will learn in those areas more readily than in others.
- ❑ is committed to using students' strengths and failures as a basis for growth and as opportunities for learning.
- ❑ encourages students to assume responsibility for their learning.
- ❑ works with teachers to create a variety of formal and informal opportunities for teachers to further develop their understanding of the learning process and to examine the implications of the learning process for teaching.
- ❑ and staff provide students with opportunities for active engagement and testing of ideas.
- ❑ encourages students to assume responsibility for their learning
- ❑ works with teachers to assess individual and group performance in order to design instruction that meets learners' current needs and that leads to higher levels of development.

CODE OF PROFESSIONAL RESPONSIBILITY FOR TEACHERS

(a) Preamble

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

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

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

(b) Responsibility to the student

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

- a) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- b) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- c) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- d) Foster in students the full understanding, application and preservation of democratic principles and processes;
- e) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- f) Assist students in the formulation of value systems and worthy, positive goals;
- g) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;

- h) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
 - i) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
 - j) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.
- (2) The Professional teacher, in full recognition of his or her obligation to the student, shall not:
- a) Abuse his or her position as a professional with students for private advantage;
 - b) Sexually or physically harass or abuse students;
 - c) Emotionally abuse students; or
 - d) Engage in any misconduct that would put students at risk.
- (c) Responsibility to the profession:
- (1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:
- a) Conduct himself or herself as a professional realizing that his or her action reflect directly upon the status and substance of the profession;
 - b) Uphold the professional teacher's right to teach effectively;
 - c) Uphold the principle of academic freedom;
 - d) Strive to exercise the highest level of professional judgment;
 - e) Assume responsibility for his or her professional development;
 - f) Encourage the participation of teachers in the process of educational decision-making;
 - g) Promote the employment of only qualified and fully licensed teachers;
 - h) Encourage promising, qualified and competent individuals to enter the profession;
 - i) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
 - j) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.
- (2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:
- a) Obtain licensure or employment by misrepresentation or fraud;
 - b) Misrepresent his, her or another's professional qualifications or competencies; or
 - c) Engage in any misconduct that would impair his or her ability to teach.

(d) Responsibility to the community

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

- a) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- b) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- c) Promote the principles and ideas of democratic citizenship; and
- d) Endeavor to secure equal educational opportunities for all children.

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

- a) Exploit the educational institution for personal gain; or
- b) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

(e) Code revision

At least every two years following its implementation, the Connecticut Advisory Council shall review this Code for potential revision for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

CODE OF PROFESSIONAL RESPONSIBILITY FOR SCHOOL ADMINISTRATORS

(a) Preamble

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

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

(b) Responsibility to the Student

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

- 1) Make the well-being of students the fundamental value in all decision-making and actions;
- 2) Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
- 3) Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
- 4) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, religion or sexual orientation;
- 5) Foster in students the full understanding, application and preservation of democratic principles and processes;

- 6) Guide students to acquire the required skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- 7) Assist students in the formulation of positive goals;
- 8) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- 9) Develop within students fundamental critical thinking skills and problem-solving techniques;
- 10) Ensure quality education for all students
- 11) Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
- 12) Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse;
- 13) Promote ongoing development and evaluation of curriculum.

(c.) Responsibility to the profession and staff

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

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

(d) Responsibilities of the community

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

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

(e) Responsibility to the student's family

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

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

Connecticut's Teacher Evaluation Law

(Connecticut General Statutes 10-151b)

Evaluation by superintendents of certain education personnel:

The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement and strategies for improvement. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines established by the State Board of Education and consistent with the plan developed in accordance with the provisions of subdivision (2) of subsection (b) of section 10-220a.

(Revised to January 1, 1999)

**GUIDELINES FOR THE DEVELOPMENT OF TEACHER
PROFESSIONAL DEVELOPMENT AND EVALUATION
PLANS**

These guidelines replace the teacher evaluation and professional development guidelines adopted by the State Board of Education on December 7, 1993. The new guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education.

Three Connecticut State Department Education publications frame the contents of the new guidelines:

1. *Connecticut's Common Core of Learning (CCL)*, which clearly establishes high expectations for learning for all of Connecticut's children;
2. *Connecticut's Common Core of Teaching (CCT)*, which defines effective teaching practice throughout the career continuum of teachers from *pre-service*, through *induction*, as well as for the *evaluation and continued professional development of experienced teachers*. This replaces the 15 Connecticut Teaching Competencies as Connecticut's definition of effective teaching practice.
3. *The Connecticut Framework: K-12 Curricular Goals and Standards*, which establishes student content and performance standards across all disciplines by grade span, e.g., K through 4, 5 through 8, 9 through 12.

Using these documents as the foundation for teacher evaluation and professional development establishes a critical link between effective teaching and increased student learning. The district's school improvement initiative will become more effective and coherent when teacher evaluation and school improvement processes are integrated with an ongoing systematic staff development strategy.

(Note: See Appendix D for Connecticut Statutes related to teacher evaluation and professional development.)

Introduction

One of the greatest challenges facing the United States as it looks toward the new millennium is the development of human capacity, specifically, the need for a

highly educated, globally aware community of citizens who can lead the country into an era of increasing technological, moral, scientific, political and social complexity. Chief among the developers of our nation's human capacity are teachers, who, along with parents, share responsibility for the growth of knowledge among the nation's more than 50 million school-age youth.¹

To ensure that *all* students have competent, high-quality teachers, we must develop an evaluation and support structure that builds human capacities and challenges all educators to aspire to and reach excellence.

While we expect more from today's students and teachers, there is growing evidence that the investment in the professional development of teachers (building human capacity) is woefully inadequate and often is viewed by many people in the public and private sectors as not cost beneficial. Business and industry appear to have just the opposite view. They spend considerable dollars on training and building human capacity to maintain profitability and competitiveness.

The central focus of Connecticut's guidelines is the investment in ongoing teacher professional development in order to improve student learning. In the design of the teacher evaluation and professional development guidelines, the following principles were used to guide this effort:

- student learning is directly affected by teacher competence;
- teacher competence is affected positively by the integration of teacher evaluation and professional development;
- teachers, like students, must be continual learners;
- an effective evaluation plan requires a clear definition of teaching and learning and a system to assess it; and
- the gaps between expectations for student performance and actual student performance should guide the content of professional development.

¹*The Numbers Game – Ensuring the Quantity and Quality in the Teaching Workforce, NASBE, October 1998.*

I. TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT GUIDELINES

All teacher evaluation and professional development plans should:

- 1a. **Show a clear link between teacher evaluation and professional development and improved student learning.**

Improvement of student achievement is a critical goal of teacher evaluation and professional development plans. The capacity of teachers to improve student learning – whether as individuals, members of small groups, or as members of a schoolwide community – needs to be strengthened. Teacher evaluation and professional development plans need to focus on improving student learning and should be jointly determined by teachers and administrators. In addition, professional development plans should have provisions for evaluating their effectiveness in changing teachers’ classroom practices and improving student learning.² Moreover, professional development plans should permit both independent and collaborative endeavors as well as designed to support the creativity of all teachers.

- 1b. **Use *Connecticut’s Common Core of Learning, The Connecticut Framework: K-12 Curricular Goals and Standards*, the CMT/CAPT Assessments, as well as locally-developed curriculum standards as the basis for establishing learning goals at the district and school levels.**

Teachers must be involved in all activities that establish standards (curriculum and student) at the district and school levels. Moreover, it is critical that there is mutual agreement among teachers, administrators and school boards around the learning goals and that all agree to be held accountable to the goals.

- 2a. **Use *Connecticut’s Common Core of Teaching* as Connecticut’s definition of effective teaching.**

Connecticut’s Common Core of Teaching (CCT) establishes standards for accomplished practice in teaching pre-kindergarten through Grade 12 students. Expectations for accomplished practice for beginning teachers and experienced teachers should be jointly determined by teachers and administrators in the district.

²Student learning is defined broadly to include teacher and administrator assessment of student work samples, performance measures, (e.g., holistic scoring or writing) as well as teacher-designed tests and standardized tests (e.g., CMT and CAPT). In addition, technology should be available to permit teachers to disaggregate data (e.g., using the strategic school profile database) to determine program strengths and weaknesses.

- 2b. **Show a clear link between the competencies identified in the CCT, the district’s teacher evaluation and professional development plan, and improved student learning.**

The teaching competencies in the CCT should be addressed in the design and development of any comprehensive evaluation and professional development system. The evaluation should be organized around the foundational skills and competencies, as well as discipline-based professional standards of the CCT.

- Teachers have a knowledge of students, content and pedagogy.
- Teachers apply this knowledge by planning, creating a positive learning environment, instructing, assessing and adjusting; and
- Teachers demonstrate professional responsibility through professional and ethical practice, reflection and continuous learning, collaboration and leadership.

For a more detailed description, see Chapter 2 of the *Common Core of Teaching*.

3. Ensure the districtwide teacher evaluation and professional development plan provides opportunities for educators to receive Continuing Education (CEUs) based on work directly related to district goals and objectives for students.

The district's CEU offerings shall be purposefully designed to meet the professional development needs of teachers as articulated in the teacher evaluation and professional development plan. The plan should be consistent with state guidelines for the issuance of CEU's and developed jointly by teachers and administrators under the policy direction of the board of education.

4. Include a clear, written statement describing the connections among teacher evaluation, curriculum development, professional development and student assessment.

This statement should be jointly crafted by teachers and administrators and serve to focus the evaluation plan on teaching and learning.

5. Provide opportunities for self-evaluation by teachers.

Teachers should evaluate their own performance based upon the district's plan and present evidence to support their self-assessment. This evidence may include documentation of planning, videotapes of teaching, examples of student work, student feedback, documentation of ongoing professional development activities, and examples of collaboration and leadership.

6. Recognize peer assistance as an integral part of the ongoing support of teachers in improving teaching and learning.

Research is clear that teachers learn best from peer support within their field of study. Districts are strongly encouraged to make time for teachers to provide assistance to

their colleagues. Peer assistance requires adequate training and time to perform these very important roles. Among the candidates who might wish to receive this training are National Board-certified teachers, teachers of the year, celebrants and Beginning Educator Support and Training (BEST) Program mentors and assessors. Peer support facilitates the development of a community of learners in the school and is one of the best sources of professional development for teachers.

7. Provide for the training of administrators about the evaluation criteria established by the local school district.

To have a fair, equitable and credible evaluation and professional development plan, administrators must be trained to assess teachers reliably and fairly across schools and within/across disciplines. Districts also must ensure that teachers are knowledgeable about the evaluation criteria.

8. Provide for the allocation of time to facilitate teacher evaluation, collaboration and professional growth.

Time for educators to work together is necessary in order to support a school environment that fosters teacher involvement in the evaluation and professional development process. When collaborative professional development time is built into the daily, weekly or year-long schedule, both educational practice and student learning improves.

9. Provide for both individual and collaborative evaluation and professional development.

Teachers have different evaluation and professional development needs. Therefore, the plan should provide teachers with choices that will allow them to meet those needs. A one-size-fits-all plan is not acceptable, given the diversity and development of teachers from beginning teachers to National Board awardees. All plans must have provisions for identifying both collaborative and individual professional development needs. Individual and collaborative goals for teachers should be closely aligned to student learning goals.

II. KEY ELEMENTS FOR THE DEVELOPMENT OF A TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT PLAN³

1. A clearly written statement of the purpose(s), procedures, responsibilities, time lines and resources needed for implementation of the plan.

2. Evidence of teacher involvement in the design, implementation and evaluation of the plan.
3. Written district goals and objectives for students and related goals for teacher evaluation and professional development.
4. Provision for a process for the gathering and analyzing of data to inform teaching and learning.
5. Provision for presentation of documentation by teachers to support their self-evaluation.
6. Provision for a process to provide feedback that is clear, specific *and constructive*. Feedback should be timely and used at regular intervals to assess progress on district goals and objectives for students.
7. Provision for a process to provide choices for individuals to grow professionally that are differentiated to address different grade configurations, teacher experiences(s) and the specific demands of the content field.
8. Clear procedures for the documentation of professional development through CEUs which are linked to the goals of the individual's and district's professional development plan.
9. A process for resolving disputes in cases where the evaluator and teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan.
10. Specification of the length of the evaluation period, which may vary for employees with different levels of experience and expertise.

11. Clear and specific steps for placing teachers in intensive supervision and/or for removing a teacher (dismissal). These steps must be designed to meet the due process rights of teacher in cases of continued intensive supervision or dismissal.

- The intensive supervision phase should include sufficient opportunities for teachers to obtain assistance from peers and administrators and/or participate in special training that is purposefully designed to build the teacher's capacity to meet district standards.
- A district may opt to refer a teacher who fails to meet the district's minimal standards for teacher performance to an outside agency, such as a regional educational service center, college or university, or a CSDE resource bank of trained assessors qualified to provide assistance in improving teaching.
- Based on an agreed-upon timetable, sufficient time must be allocated to enable the teacher an opportunity to improve. Consequences of the teacher's performance must be clearly articulated and all steps taken for either the continuance or dismissal of the teacher must be well documented.