RESOURCE GUIDE
FOR NEW ADMINISTRATORS

CSDE

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Introduction

The Connecticut State Board of Education (CSBE) is committed to ensuring equity and excellence for all Connecticut students. The Connecticut State Department of Education (CSDE) is committed to high expectations for every student, providing access to great teachers and leaders, and ensuring that schools are safe, welcoming, and culturally responsive learning environments.

The CSDE recognizes the importance of great leaders in accomplishing the CSBE's goals. In order to further support these goals, the CSDE Talent Office has developed this *Resource Guide for New Administrators* which includes must-know information and resources from the CSDE in order to be 'school ready' on day one. The Guide represents the collective work of consultants in CSDE Bureaus for the following Offices: the Academic Office, Communications Office, Office of Student Supports and Organizational Effectiveness, Performance Office, Talent Office, and Turnaround Office. It will be most useful to new administrators as an electronic document as it includes links to additional resources and information.

The *Resource Guide for New Administrators* opens with information about the Every Student Succeeds Act (ESSA), our nation's federal education law, and emphasizes the requirements for opportunities for all students to achieve high academic standards, as well as school and district accountability requirements. Each of the topics that follow include:

- A reference to state and/or federal legislation, if applicable
- A brief overview of the topic
- "Must-know" questions and answers
- Electronic links to additional resources
- A description of leadership practice from attributes in the *CT Leader Evaluation and Support Rubric 2017*

> The Council of Chief State School Officers (CCSSO) report, *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry to the Profession* (2012) states, **'School-ready'** principals "…should be able to blend their energy, knowledge, and professional skills to collaborate with, and motivate others to **transform school learning environments in ways that ensure all students will graduate college and career ready**…"

The development of the *Resource Guide for New Administrators* was made possible through generous funding from the Wallace Foundation's University Principal Preparation Initiative (UPPI). The CSDE is one of the partners with the University of Connecticut, a recipient of the Wallace UPPI grant.

How to Use This Guide

The *Connecticut Leader Evaluation and Support Rubric 2017* is organized into four domains and addresses leadership practices from each of the six performance expectations of the *Common Core of Leading: Connecticut School Leadership Standards* (see links to full rubrics in **For More Information**). The four domains are: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. Each topic presented in this guide is aligned to one or more of the four domains and includes language from the rubric that indicates attributes of a "Proficient" leader. While a new administrator may be rated "Developing" by their evaluator in some areas of the leadership rubric, particularly in the first year or two, ideally the administrator's ratings will improve over time along the leadership continuum with the goal of becoming a "Proficient" leader with some "Exemplary" ratings. An administrator's areas of growth include those key areas of leadership practice that fall in the "Developing" or "Below Standard" column while his or her areas of strength include those rated as "Proficient" or "Exemplary."

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

▶ Domain 1: Instructional Leadership

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

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▶ Domain 2: Talent Management

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

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

▶ Domain 3: Organizational Systems

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

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

▶ Domain 4: Culture and Climate

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

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

For More Information:

- Common Core of Leading: Connecticut School Leadership Standards (Performance Expectations, Elements and Indicators)

- The Connecticut Leader Evaluation and Support Rubric 2017: A Rubric to Guide the Development, Support and Evaluation of School and District Leaders

ESSA (Every Student Succeeds Act)

*(**Statute:** P.L. 114-95)*

Connecticut's Every Student Succeeds Act (ESSA) Consolidated State Plan is built upon the goals and promises of the State Board of Education's 2016–21 comprehensive plan. In this plan, CSDE builds upon the vision set forth in Governor Malloy's 2012 education reforms, as well as the progressive improvements gained in the 2012 and 2015 No Child Left Behind (NCLB) flexibility requests. The passage of ESSA provides a much anticipated opportunity to improve outcomes for all students.

ESSA requires states to develop plans that address standards, assessments, school and district accountability, and special help for struggling schools. The 2016–17 school year was a transition period, with full implementation of Connecticut's state plan under ESSA in the 2017–18 school year. (CSDE, Every Student Succeeds Act, 2018)

ESSA also requires states to focus on critical transition points in students' lives, such as the transition from the early childhood setting to kindergarten, elementary to secondary school, etc. Practical, user-friendly resources have been created by the CSDE in partnership with the Connecticut Office of Early Childhood and statewide stakeholders in early childhood and elementary programs. The hope is that these resources will promote bridge- building between early childhood and elementary school domains and better support our youngest students and their families during this critical transition. (CSDE, ESSA Student Transition Resources: Pre-K to Kindergarten, 2018)

Key Questions:

- **How does ESSA ensure opportunities for students?**

    ESSA holds all students to high academic standards; prepares all students for success in college and career; provides more students access to high-quality preschool; guarantees steps are taken to help students, and their schools, improve; reduces the burden of testing while maintaining annual information for parents and students; promotes local innovation; and invests in what works.

- **What are the academic standards of ESSA?**

    I. States must adopt "Challenging Academic Standards"

    * States may design, adapt, modify, or replace College and Career Ready standards
    * ESSA limits the power of the Secretary of Education

    II. States must annually assess all students in grades 3–8 and once in high school

    * Reading/Language Arts and Mathematics
    * Science once in each grade band (3–5; 6–8; 9–12)
    * Minimum 95 percent participation rate (all students and each subgroup)

    III. Note: Opportunities in Assessment

    * Opportunities for innovation in assessment and accountability
    * Funding for states and districts to audit/examine assessment usage

- **What are the requirements of ESSA in terms of accountability?**

    * Based on extensive feedback from diverse stakeholders, Connecticut implemented a multiple measures Next Generation Accountability System in March 2016.
    * This system aligns well with ESSA, which requires a multiple measures accountability system that incorporates:
        – Academic achievement
        – Graduation rates
        – School quality/success indicators
        – Student engagement
        – Access to advanced coursework
        – Postsecondary readiness

For More Information:

- ESSA Webinar Series (2016–17): A series of six webinars intended for administrators that unpacks federal law related to funding of programs at the school and district level
- Every Student Succeeds Act
- PreK–Kindergarten Transition Resources (April 2018)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC	
To successfully implement the Every Student Succeeds Act (ESSA), school and district leaders need to be proficient in all four Domains of the Connecticut Leader Evaluation and Support Rubric: **Domain 1: Instructional Leadership** **Domain 2: Talent Management** **Domain 3: Organizational Systems** **Domain 4: Culture and Climate**	
Rubric Domain	
Instructional Leadership	Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.
Talent Management	Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.
Organizational Systems	Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
Culture and Climate	Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Assessments: Types and Purposes

(**Statute:** *CT Gen Stat § 10-14n*)

Assess: To evaluate or estimate the nature, ability, or quality of (Oxford dictionary).

An assessment can be summative or formative.

- A *summative* assessment is the culminating evaluation of student performance against a set of grade-appropriate standards. Connecticut's statewide mastery examination that is required pursuant to the Every Student Succeeds Acts and Connecticut General Statutes Section 10-14n is a summative assessment. The primary purpose of the state's summative examination is to provide an efficient and reliable estimate of a student's <u>overall performance</u> in a subject area relative to grade-appropriate standards that enable valid interpretations of student achievement (in all tested grades and subjects) and progress (in grades 4 through 8 for ELA and Mathematics). Aggregate results from the summative assessment <u>can inform</u> federal/state reporting, district/school accountability, program evaluation at state/district/school levels, educator evaluation and support, and district/school identification for support and recognition. Remember that the statewide summative assessment is an important indicator of student achievement and progress, but it is not the only one. Subsection (e) of C.G.S. Section 10-14n appropriately prohibits the use of the "mastery examination" results as the sole criterion for student promotion or graduation.

- Unlike a summative assessment which is an "event" that measures a student's overall performance, *formative* assessment is a <u>process</u> used by teachers and students <u>during instruction throughout the year</u>. It is aligned to the standards and provides feedback to teachers so that they may adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. It also provides feedback to students to help them know where they are, where they need to be, and what they need to do to reach mastery.

Key Questions:

- **What are the summative assessments mandated by the CSDE?**
  See table below.

Content Area(s)	Summative Assessment	Grade(s)
English Language Arts (ELA) and Mathematics	Connecticut Smarter Balanced	3–8
	Connecticut SAT School Day	11
	Connecticut Alternate Assessment (CTAA)*	3–8 and 11
Science	Next Generation Science Standards Standard Assessment	5, 8, and 11
	Connecticut Alternate Science Assessment (CTAS)*	5, 8, and 11
English Language Proficiency	LAS Links (for English Learners only)	K–12
Physical Fitness	Connecticut Physical Fitness Assessment	4, 6, 8, & HS

* Designed for a small percentage of students with significant cognitive disabilities

- **When are the state summative assessments administered?**
  ELA, Mathematics, and Science assessments are generally administered in the spring (late March through early June). The LAS Links is administered in the winter (January through early March). The Connecticut Physical Fitness assessment can be administered anytime during the year.

- **Does the statewide mastery examination drive day-to-day classroom instruction?**

  No. The state standards and local curriculum should drive instruction. The mastery examinations are designed to be used for broad purposes such as accountability, reporting, and program evaluation; they are not intended to support day-to-day classroom instruction.

- **What are interim assessments? What purposes do they serve?**

  Interim assessments are administered periodically to evaluate students' knowledge and skills ideally relative to a specific domain or sub-skill (e.g., "Read Informational Text" or "Numbers and Operations in Base Ten"). They should inform decisions primarily at the classroom level but may also extend to the grade/school level. It is not necessary for interim assessments to be "standardized, measure over-all performance, or predict the summative. It is more important that these interim measures provide information of instructional value to classroom teachers.

- **What assessments are being used in your school and why? What information is the assessment telling you about students that you don't already know?**

  If you cannot justify the need for a district-/school-determined assessment that is not state-mandated, then critically examine why the assessment is needed and if it can be eliminated.

For More Information:

- Connecticut Statewide Summative Assessment Main Page
- CSDE Comprehensive Assessment Portal
- The Types and Purposes of Student Assessment in Education: An FAQ
- Smarter Balanced Interim Assessments
- Student Assessment News (newsletter)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.3: Continuous Improvement		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.3 Data-driven decision-making	Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.
1.3 Solution-focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.

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

Bullying

*(**Statute:** CT Gen Stat § 10-222d; PA 11-232)*

"Bullying cannot be a rite of passage in our nation's schools. Instead, our schools must be safe and nurturing environments that promote learning and full participation by all students. Bullying, sexual harassment and gender stereotyping of any student, including LGBT students, have no place in our nation's schools. We must work to stop those abusive behaviors when they take place, repair their harmful effects and prevent them from happening in the future. We will use every tool in our law enforcement arsenal to ensure that all students have access to equal educational opportunity." Assistant Attorney General for the Civil Rights Division Thomas E. Perez at the NSBA Council of School Attorneys. Boston, Friday, April 20, 2012. (CSDE, Bullying and Harassment, 2018)

Key Questions:

- **What is considered bullying?**

    "Under Public Act 11-232: 'Bullying' means (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics."

- **I want to plan a professional learning session on anti-bullying for my staff. Where do I go to find trainings?**

    School Climate/Restorative Practice Trainings are offered year round in Connecticut (see "For More Information" for links).

- **What are my responsibilities as an administrator under the law regarding Public Act 11-232?**

    "Each school district must develop and implement a safe school climate plan to address the existence of bullying in its schools. The law requires, among other provisions, that such policies enable anonymous reports of bullying by students to school employees and that students and parents be notified annually of the process by which they may make such reports. School employees must enable parents/guardians of students to file written reports of suspected bullying. School employees who witness acts of bullying or receive reports of bullying must orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report. The safe school climate specialist must investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section. The safe school climate specialist must review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report."

For More Information:

- [Bullying and Harassment Related Resources](#)
- [School Climate Trainings Descriptions](#)
- [School Climate Training Presentation](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 3: Organizational Systems Indicator 3.1: Operational Management **Domain 4: Culture and Climate** Indicator 4.2: School Culture and Climate		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
3.1 School site safety and security	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues that support a positive learning environment. Advocates for maintenance of physical plant.	Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.
4.2 Student conduct	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.
4.2 Positive school climate for learning	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.

Certification

*(**Statute:** CT Gen Stat § Section 10-145)*

Connecticut teachers have two paths to eligibility for certification: 1) program preparation and 2) teaching experience. CSDE may accept completion of a state-approved educator preparation program at a regionally accredited college or university from another state, or a minimum of 30 months of successful full-time experience under that state's valid educator certificate (equivalent to a Connecticut initial educator certificate). To be considered, the experience must be completed within ten years of the date of application for Connecticut certification.

Key Questions:

- **What are the shortage area vacancies in my building?**
  - * Shortage areas may include world languages, speech and language pathologist, mathematics 7–12, science 7–12, comprehensive special education K–12, technology education PK–12, school library and media specialist, bilingual education PK–12, TESOL PK–12, and occupational subjects/vocational technical schools.
  - * A **Durational Shortage Area Permit** (DSAP) may be requested if a position cannot be filled by an appropriately certified candidate by completing Form ED 177. A candidate with a bachelor's degree and at least 12 semester hours of credit in the shortage area and who passed the Praxis I requirement may be eligible for a DSAP. The candidate must be enrolled in a planned program leading toward certification in the field for which the permit is requested or submits a statement of intent to enroll in such a program unless enrollment in a planned program is not required (see [Guide to Educator Preparation Programs](#)).

- **What are the different certificate types?**
  - * **Initial:** The first level of certification is the three-year initial educator certificate, issued to applicants who meet all eligibility requirements and have fewer than three full school years of appropriate successful teaching experience in the past 10 years.
  - * **Provisional:** The second level of certification is the provisional educator certificate, valid for eight years. To qualify, an applicant must complete **ONE** of the following:
    - 10 months of successful appropriate experience under the initial educator certificate or interim initial educator certificate in a Connecticut public school and teacher induction program **OR**
    - 30 months of successful appropriate experience within 10 years in a public school system outside Connecticut under a valid certificate, or in a nonpublic school approved by the appropriate governing body.
  - * **Professional:** The third and highest level of certification is the five-year professional educator certificate. To qualify, an applicant must complete the following:
    - 30 school months of successful appropriate experience in a Connecticut public or approved nonpublic school under the provisional educator certificate; **AND**
    - Additional course requirements, as prescribed by current Connecticut certification regulations. Specific coursework requirements vary depending on endorsement.
  - * **Interim:** The interim educator certificate may be issued at the initial or provisional level and is valid for one calendar year. A *nonrenewable* interim certificate may be issued with test deferrals and in some cases with a deficiency for the required special education course. A renewable interim educator certificate may be issued with specific course deficiencies for vocational certificates only, as provided by certification regulations.

For More Information:

- Certification
- Certification News and Alerts
- Contact Certification at CSDE
- Educator Certification FAQs
- Guide to Educator Preparation Programs
- Public Look up/Certification Verification Information
- SDE Connecticut Educator Certification System (C.E.C.S.)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 2: Talent Management Indicator 2.1: Resource Management **Domain 3: Organizational Systems** Indicator 3.2: Resource Management		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
2.1 Recruitment, selection and retention practices	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.
2.1 Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.
3.2 Securing resources to support vision, mission and goals	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.

Chronic Absence and Truancy

*(**Statute:** CT Gen Stat § Section 10-198a-c)*

Research shows that absences add up and that good attendance is essential to student achievement and graduation. In contrast, missing too much school (chronic absence and truancy) can lead to school drop-out, academic failure and juvenile delinquency. Chronic absence is defined as missing ten percent or more of school for any reason, including excused, unexcused and disciplinary absences. Chronic absence is a proven predictor of academic failure and dropout rates. Absences occur due to many factors, including health, unstable housing, lack of transportation, student disengagement from school, and safety/school climate. By removing barriers to attendance, districts, schools and community partners can improve attendance.

The most effective strategy for helping students be present in school is prevention. Effective school attendance teams, attendance monitoring, enhancing school culture and community, increasing student engagement, and mentoring students for academic success are effective school-based strategies for preventing students from missing too much school. Improving and sustaining good attendance requires the active engagement of district and school-based leaders and administrators along with a clear articulation of roles and responsibilities. Schools should also work with community agencies providing child and family services to address the student's barriers to coming to school.

State law requires that districts and schools with a high rate of chronic absence convene **attendance review teams.** This includes:

- Districts with a 10 percent or higher district chronic absence rate or having a school in their jurisdiction with a chronic absence rate of 15 percent or higher must have a District Attendance Review Team.
- Schools with a 15 percent or higher chronic absence rate must have a school attendance review team.

Chronic absence and truancy are not interchangeable terms. They describe different aspects of the absence problem and require different approaches. **Truancy** is a term that generally refers to unexcused absences. **Chronic absence,** on the other hand, incorporates *all* absences: excused and unexcused absences, and suspensions and expulsions served. (Connecticut State Department of Education, 2018)

State law requires school districts and schools to have specific policies and procedures regarding students who are truant. A truant is defined as a student who has four unexcused absences from school in one month (30 consecutive calendar days) or 10 unexcused absences in one school year. If a student becomes truant, their school is required to have a meeting with the student's parent/guardian within 10 school days. In this meeting, the school should work with the student and guardian to help the student return to school.

Key Questions:

- **How can my school/district reduce the rate of chronic absence/truancy?**

  Successful strategies include forming district and school attendance teams, analyzing data, identifying trends and factors contributing to chronic absence, and implementing a multi-tiered approach to reducing chronic absence. Creating and maintaining relationships with students and families is also key to reducing absenteeism and truancy.

- **What resources can we access immediately?**

  You can find strategies, research, toolkits and more at Attendance Works, a national leader in reducing chronic absence (see "For More Information").

For More Information:

- [All Students in School and Engaged! Slideshow Presentation](#)
- [All Students in School and Engaged! Webinar](#) (CSDE YouTube Channel)

- [Assessment Tool for Attendance](#)
- [Attend Today, Achieve Tomorrow](#)
- [Attendance Works](#)
- [Chronic Absence](#) (CSDE)
- [Does Attendance Really Count in Our School? – A Tool for Self-Assessment](#)
- [Guidelines for Excused and Unexcused Absences](#) (CSDE)
- [Leading Attendance: A Toolkit for Principals](#) (Attendance Works)
- [Reducing Chronic Absence in Connecticut Schools: A Prevention and Intervention Guide for Schools and Districts](#)
- [Truancy](#) (CSDE)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.3: Continuous Improvement **Domain 4: Culture and Climate** Indicator 4.1: Family, Community and Stakeholder Engagement Indicator 4.2: School Culture and Climate		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.3 Solution-focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.
4.1 Inclusive decision-making	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.
4.1 Relationship building	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.
4.2 Positive school climate for learning	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.

Collecting and Protecting Data

*(**Statute:** CT Gen Stat § Sections 10-10a and 10-234aa through 10-234dd)*

The CSDE collects data about students, staff, schools, programs, districts, and fiscal resources from local educational agencies and other service providers. These data help the CSDE to meet federal and state compliance and other reporting requirements, distribute funding, guide policy, inform accountability, facilitate research, and report information to the public with the ultimate goal of improving educational outcomes for all students.

The CSDE's Data Acquisition Plan summarizes the data system and forms used to collect these data. It is designed largely to help local school districts prepare for state data collections during the school year.

The CSDE's data collection applications are available through two secure websites: 1) Legacy; and 2) Portal. The legacy application website houses many of the CSDE's older data collection applications and allows only one set of website logon credentials per district. The Portal website uses individualized security (each user has their own set of credentials) and houses the CSDE's newer applications.

The Family Educational Rights and Privacy Act (FERPA) and state statutes govern district and school policies and practices with regard to the protection of confidential student data. All staff who handle confidential data should be trained in the appropriate district protocols (e.g., student names, date-of-birth, etc. should not communicated via email).

Key Questions:

- **What are some of the CSDE's data collections?**
  - PSIS or the Public School Information System is used to collect data regarding student enrollment and demographics.
  - TCS or Teacher Course Student collects student, teacher and course data.
  - ED166 is the Student Disciplinary Offense Data Collection which collects information about suspensions and expulsions.
  - The Special Education Data Application and Collection (SEDAC) is used to collect data regarding the provision of special education and related services.
  - Directory Manager or DM is the official listing of all districts, schools and other educational facilities. DM is used to manage users and their roles for all Portal Applications.

- **When are the data collected?**
  - Different data elements are collected at different times during the year. The CSDE's data acquisition plan indicates the due dates for each collection.

- **How can I ensure that my school's data are reported accurately to the CSDE?**
  - Identify the individuals within your district who are the key contact persons for data submissions. For example, the district might have one person for PSIS data, another person for special education data, and a third person (often in HR) for educator data.
  - Ensure that staff entering data into your local information systems (e.g., PowerSchool) understand how to capture the data accurately.
  - Each CSDE data collection occurs during a particular window. Once the district submits data, reports are available to check for accuracy of the submitted data. Ask your district contact for those reports and review them for accuracy *before* the district certifies the data.

For More Information:

- Performance Office Data Collection Main Page
- Data Acquisition Plan
- Data Collection FAQs
- Data Privacy and Security (CSDE)
- FERPA Do's and Don'ts Guide for Teachers

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.3: Continuous Improvement		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
1.3 Data-driven decision-making	Analyzes varied sources of data* about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and adult learning needs and progress toward school or district mission and goals.
1.3 Solution-focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.

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

Cooperating and Student Teachers

*(**Statute:** CT Gen Stat § Section 10-145a)*

CSDE requires new teacher candidates to complete edTPA—a performance-based, subject-specific assessment—during their student teaching experience. Teacher candidates and their educator preparation programs (EPPs) are responsible for ensuring completion of edTPA requirements, but cooperating teachers are expected to assist student teachers with documenting school context, demographics, and the academic strengths and needs of their students. EdTPA helps student teachers strengthen their core teaching skills in lesson planning, assessing student learning and using academic language, thus giving them a strong foundation on which to develop and demonstrate strategies and approaches that are right for them and their students. Part of the edTPA assessment includes videotaping and uploading recorded classroom lessons to a secure edTPA online site; permission letters are generated from the candidates' EPP to be distributed to students' families.

Key Questions:

- **What are my responsibilities with regard to student teachers in my building?**

  Student teachers will look first to their cooperating teacher for guidance but as the instructional leader in the school it is important for the administrator to make time to observe a student teacher's lessons and provide timely, meaningful, and constructive feedback.

- **Who in my building has experience as a cooperating teacher?**

  Simply asking for a show of hands at your first faculty meeting will give you an idea of which teachers have experience mentoring student teachers and whether or not they are willing to take on a student teacher this year.

- **Which EPPs can I reach out to for student teacher placement requests?**

  Contact local universities and colleges with schools of education and offer to place student teachers in your building.

- **What are my school/district policies and protocols for obtaining parental/guardian permission to record lessons?**

  Consult your student handbook for policies regarding families who do not want their child videotaped. In most cases students who cannot be recorded can be seated out of frame.

- **What technical equipment is available in my school for videotaping student teacher lessons?**

  Meet with your school/district IT department to determine electronic needs. Usually a smart phone or other handheld device can be used for recording purposes.

For More Information:

- [Are You Prepared to Be a Cooperating Teacher?](#) (Education Week, August 28, 2014)
- [Confidentiality and Security of edTPA Candidate Materials and Assessment Data](#)
- [edTPA](#)
- [Educator Preparation](#)
- [Guidelines for Video Confidentiality for Faculty](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.2: Curriculum, Instruction and Assessment **Domain 2: Talent Management** Indicator 2.1: Recruitment, Selection and Retention		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.2 Instructional strategies and practices	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, identify and implement evidence-based instructional strategies and practices that address the diverse needs of students.
2.1 Recruitment, selection and retention practices	Develops and implements a coherent recruitment, selection and retention strategy or provides support with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.
2.1 Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.
2.1 Supporting early career teachers	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.

Cultural Competence

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

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

Enhancing educators' cultural competence and capacity to be culturally responsive is an iterative process that requires evaluating, examining, challenging, and adapting educational practices. In turn, educators are better equipped to facilitate equitable education, environments, and systems that support the success of all students, including those from underserved populations. "Cultural competence is not meant to imply a completion point, at which one becomes completely competent, but rather should be viewed as a continuum consisting of ongoing reflection, practice, and insight into the educational and social needs of each learner." (CCSSO, 2018)

Key Questions:

- **What is Culturally Responsive Teaching?**

  Culturally responsive teaching includes strategies and practices in which educators use "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them." (Gay, 2010, p. 31)

- **What is Culturally Relevant Pedagogy?**

  As described in *Preparing Learner-Ready Teachers* (CCSSO, 2018), the three foundational components of culturally responsive pedagogy are:

  > 1) a focus on long-term academic achievement, 2) a commitment to continuously developing cultural competence or the set of beliefs, practices, and behaviors that allow us to maintain and support appropriate, fair, and effective interactions with individuals from different backgrounds, and 3) promoting a socio-political consciousness that finds ways for "students to recognize, understand and critique current and social inequities" (Ladson-Billings, 1995, p. 476).

- **How can teachers in my building become valuable resources for students and their families?**
  - ⋆ To learn more about cultural competence and what it encompasses, see Cultural Competence and Professional Learning.
  - ⋆ To encourage teachers to be reflective practitioners using guiding questions to help identify strengths, areas for growth, and next steps to align the Cultural Competence standard across the school and/or district professional learning system, see Reflection.

For More Information:

- Connecticut's Cultural Competence Professional Learning Standard
- CSDE Professional Development Evaluation Rubric
- Preparing "Learner-Ready" Teachers: Guidance from NTEP States for Ensuring a Culturally Responsive Workforce
- La Salle, T., Meyers, J., Varjas, K., and Roach, A. (2015). A cultural-ecological model of school climate. International Journal of School and Educational Psychology, 3(3), 157–166.

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 4: Culture and Climate Indicator 4.1: Family, Community and Stakeholder Engagement Indicator 4.2: School Culture and Climate Indicator 4.3: Equitable and Ethical Practice		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
4.1 Relationship building	Maintains and promotes culturally responsive relationship with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.
4.1 Cultural competence* and community diversity	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.
4.2 Positive school climate for learning	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.
4.3 Equity, cultural competence and social justice	Uses professional influence to foster educational equity, dignity, and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.

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

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

Early Indication Tool (EIT)

The Early Indication Tool (EIT) applies statistical methods to longitudinal data in order to identify clusters of students who may be at-risk of missing milestones and/or dropping out. The primary purpose of this tool is to allow for timely student interventions by district/school staff with the ultimate goal of improving student engagement and outcomes. The EIT is a critical component of Connecticut's ESSA plan, especially to inform the provision of multi-tiered systems of supports to students.

The EIT assigns a support level (low, medium, or high) for each student and also provides color-coded longitudinal data and visualizations that school and district users can access in a secure fashion via EdSight Secure (see dashboard below).
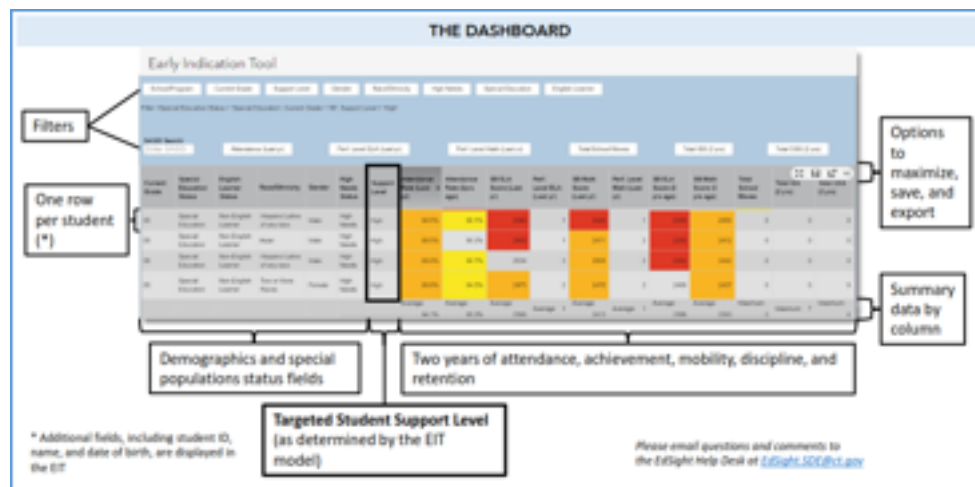
Key Questions:

- **How can I access the EIT?**

  EIT is a report in *EdSight Secure*. Ask your superintendent to authorize the LEA Security Manager in your district to create an account *and* role for you and follow the steps for EdSight Secure users outlined on page 2 of the memo to superintendents.

- **What kinds of questions can EIT help answer?**
    * Which students need medium or high support to reach academic milestones?
    * Is the EIT identifying any students for medium/high support that were not already identified through SRBI practices?
    * What are the most common contributing factors (e.g., poor attendance, low test scores, high suspensions, poor course performance) to students identified as needing medium/high support?

For More Information:

- Get access to EdSight Secure—CSDE memorandum
- How to Use the EIT Report
- EIT Report Glossary and Data Definitions
- Overview of the EIT—Technical Report

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.3: Continuous Improvement		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.3 Data-driven decision-making	Analyzes varied sources of data* about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district mission and goals.
1.3 Solution-focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.

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

Early Literacy

*(**Statute**: CT Gen Stat § Sections 10-14t and 10-145r)*

Principals use assessments, data systems, and accountability strategies to improve student achievement, monitor and evaluate student progress, and close achievement gaps. Additionally, they use these data to address student and adult learning needs and progress toward the school and district vision, mission and goals.

Universal screening measures are a critical component of a comprehensive, standards-aligned reading instructional program. Pursuant to Section 10-14t(a) of the Connecticut General Statutes, the Connecticut State Department of Education (CSDE) has approved reading assessments for use by local and regional boards of education to identify students in kindergarten through grade 3 who are below proficiency in reading, and published the *Approved Menu of Research-Based Grades K–3 Universal Screening Reading Assessments*. Commencing July 1, 2006, these reading assessments have been approved for use by districts to "assist in identifying, in whole or in part, students at risk for Dyslexia, as defined in Section 10-3d of the C.G.S., or other reading-related learning disabilities."

Public Act No. 17-101, An Act Concerning Early Literacy, requires that commencing in the 2014–15 school year, and biennially thereafter, any teacher holding an Elementary Education, Integrated Early Childhood N–3 teaching in Grades K, 1, 2, and 3 are required to complete the Foundations of Reading Survey. The purpose of the survey is to identify the strengths and weaknesses in reading instruction practices and knowledge; and improve reading instruction by developing student learning objectives and teacher practice goals that will be included in the professional learning at the school level.

Key Questions about K-3 Universal Screeners:

- **Do all districts have to use a universal screener from the Approved Menu of Research-Based Grades K–3 Universal Screening Reading Assessments for grades K–3?**

  Yes. The intent of the legislation is for all districts to select and use an assessment for grades K–3 from the menu.

- **Can my school or district submit a universal screener to be added to the Approved Menu of Research-Based Grades K–3 Universal Screening Reading Assessments?**

  Yes. The CSDE offers an open review period in which districts may submit assessments to the CSDE for review. Based on CSDE recommendations, the State Board of Education may approve any new K–3 reading assessments. Upon approval, the new assessments will be included in the menu publication.

- **What are the most appropriate screening tools in grades K–3?**

  The most appropriate assessments for use as screening tools in grades K–3 for students at risk of Specific Learning Disability (SLD)/Dyslexia or other reading-related learning disabilities are General Outcome Measures (GOMs) because they are highly sensitive to early reading skills growth, track individual student growth and development in critical reading skills over time, and allow educators to reliably determine if a student is making progress toward long-term goals. Examples of Connecticut-approved GMOs are AIMSweb Tests of Early Literacy and Reading and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Key Questions about the Foundations of Reading Survey:

- **Who must take the Foundations of Reading Survey?**
  - *   Any teacher holding a certificate endorsed in one of the following areas and serving in a position requiring such an endorsement and teaching in grades Kindergarten, 1, 2 or 3 must complete the survey: Integrated Early Childhood Education/Special Education, Nursery–K and Elementary 1–3 (#113), Elementary Education (#001, 002, 003, 004, 005, 008, 013, or 305), Bilingual Elementary education (#009, 902).

⋆ Teachers who hold more than one certification endorsement in addition to the above **and** are not serving under the above endorsements will not be required to complete the survey.

- **When, how and where is the survey administered?**
  - ⋆ The survey is delivered via an internet-based link. Teachers need to use their school or district computer sites to complete the survey.
  - ⋆ The CSDE contacts district reading survey liaisons regarding the administration windows.

- **How are teachers' results to be used?**

  Results of the survey are formative and are intended to provide information to support planning of professional learning. The results are not be included as part of any summative ratings for performance evaluations nor do they impact certification. The results are not subject to disclosure under the Freedom of Information Act except each certified individual must share his/her results with the supervisor of the certified individual who is responsible for designing and facilitating the program of professional learning for such individual.

For More Information:

- [An Act Concerning Early Literacy](#)
- [Foundations of Reading Survey](#)
- [Research-based Universal Screening Reading Assessments for Grades K–3](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.2: Curriculum, Instruction and Assessment		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.2 Curriculum development	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.
1.2 Instructional strategies and practices	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.
1.2 Assessment Practices	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.

Educational Law

The Connecticut State Board of Education publishes a yearly edition of the *Connecticut Education Laws,* which includes most of Title 10 of the General Statutes, "Education and Culture." This annually updated publication also includes excerpts from the Freedom of Information Act, the Uniform Administrative Procedure Act and several sections relating to child abuse and neglect reporting requirements.

The *Connecticut Education Laws* index is organized by subject matter to better help the user locate specific statutory references for which they may be looking. If the statute appears in Title 10, it will most likely be included in this book. If not, statutes can also be found in the Connecticut General Statutes, which are available in most public libraries and online (see For More Information below). You should always be sure to review the subsequent public acts to determine if there have been statutory revisions since January 2017.

The book is a useful and reliable resource for new and veteran administrators, which can help make decisions that improve the quality of education for all Connecticut students.

Key Questions:

- **How can I learn more about what educational legislative issues are most important in my district?**

  It's important for administrators to know and understand the educational issues most concerning in the town where their school is located, especially if they reside elsewhere. The best way to remain informed and determine priority issues in your district is to regularly attend board of education meetings, even if you are not required to attend.

- **I am passionate about a specific hot button educational topic. What is the process for getting an education bill to become a law?**

  Any member of the public—an individual, group or organization—can propose an idea for a bill to their legislator. Any bill that is proposed is then referred to committee depending on its subject matter.

- **How do I find out who my local legislator is?**

  It's important to know your legislator's interests and his or her past record on education-related issues. Click on the link in For More Information to find your legislator and contact those who sit on education committees.

For More Information:

- A Practical Guide to Connecticut School Law, 9th Edition **(CABE)**
- Connecticut Education Laws (PDF)
- Connecticut General Statutes
- Find Your Legislators (Connecticut General Assembly)
- Title 10 Education and Culture (PDF)
- Title 10 Education and Culture (Connecticut General Statutes)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC	
In order to successfully implement educational laws, school and district leaders need to be proficient in all four Domains of the Connecticut Leader Evaluation and Support Rubric: **Domain 1: Instructional Leadership** **Domain 2: Talent Management** **Domain 3: Organizational Systems** **Domain 4: Culture and Climate**	
Rubric Domain	
Instructional Leadership	Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.
Talent Management	Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.
Organizational Systems	Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
Culture and Climate	Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Family and Community Engagement

The Connecticut State Board of Education (CSBOE) believes education is a shared responsibility throughout a student's life, from birth to adulthood. Families, school staff and community members make important contributions to student success; the best results come when all three work together as equal partners. The purpose of these three-way partnerships is to support students' success in school and through life. Research shows that well-planned partnerships among families, school and community members can make a powerful contribution to greater student success. No matter what their income or background, students with involved families tend to have higher grades and test scores, better attendance, and higher rates of homework completion. They enroll in more challenging classes, have better social skills and behavior, and are more likely to graduate and go on to college. Families and schools also benefit. Families engaged in partnerships have a greater sense of efficacy, stronger social ties and are more likely to continue their own education. Teachers report greater job satisfaction when they work with families, and families who are more involved hold more positive views of teachers and schools. Increased involvement develops feelings of ownership, resulting in greater family and community support for public education. (CSBOE Position Statement on School-Family-Community Partnerships for Student Success, 2009)

Key Questions:

- **How is family engagement defined?**
  - * While recognition of the importance of family[1] engagement has increased, there is no clear and consistent definition that is shared by professionals, families and community members. The Connecticut State Department of Education (CSDE), along with the Office of Early Childhood and the Early Childhood Funder Collaborative (a project of the Connecticut Council on Philanthropy) worked with multiple stakeholder groups to develop a definition for Connecticut. The definition and guiding principles are grounded in research and represent high-impact practices that have been shown to impact student achievement:

    Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

    - *Full* means that families, educators and community partners collaborate closely and consistently in promoting children's learning and development. This includes making sure that ALL children not only have access to high quality learning opportunities, but also the supports they need to succeed.

    - *Equal* means that families and educators recognize that both bring valuable knowledge to the table. Parents know their children, culture, and community. Educators are trained in curriculum and child development. Their deep knowledge and skills are complementary, overlapping, and essential to ensuring success for all children.

    - *Equitable* means that families are empowered to work with educators, public officials, and community partners to remove systemic, structural, and organizational barriers that perpetuate inequities and injustice. This includes ready access to ample opportunities to develop their knowledge and skills to become full and equal partners in that deliberate and intentional work.

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[1] The terms family/ies and parent/s are used in this paper to represent any adult caretakers who have responsibility for the well-being of a child or children. This includes, for example, biological parents, foster care providers, grandparents, aunts and uncles, siblings, or fictive kin.

- **What are the guiding principles in effective family engagement?**
  - * High-impact strategies to engage families can produce dramatic gains in children's social and emotional development, academic achievement, and success in life*:
    1. Build collaborative, trusting relationships focused on learning.
    2. Listen to what families say about their children's interests and challenges.
    3. Model high-quality learning practices.
    4. Share information frequently with families about how their children are doing.
    5. Talk with students about how they want teachers and families to support their learning.
    6. Co-develop cultural competence among staff and families.
    7. Support parents to become effective leaders and advocates for children.

    A complete document with examples for each strategy listed above will be available on the CSDE website in fall 2018.

- **How can my school/district encourage a comprehensive approach to school-family-community partnerships?**
  - * The State Board of Education (SBE) recommends school districts develop programs that address the following six areas: Parent Education, Communicating and Creating a Welcoming Climate, Volunteering, Supporting Learning at Home, Decision-making and Advocacy, and Collaborating with Community.

- **What are my schools' responsibilities toward promoting school-family-community partnerships?**
  - * Co-create welcoming and inviting settings where *all* families are included.
  - * Connect family activities to school expectations and what students are learning in class, in ways that promote two-way and frequent communication.
  - * Recognize, honor, and learn from families' diverse cultural viewpoints, knowledge and experience, and integrate this knowledge into student learning.
  - * Partner with families to advocate for children and remove barriers to their access to high-quality programs.
  - * Collaborate with community organizations and volunteers to support children and families.
  - * Make families and school staff equal partners in decisions that affect children and families.
  - * Align learning with community activities such as festivals and cultural celebrations.

For More Information:

- [A Dual Capacity-Building Framework for Family-School Partnerships](#)
- [Building Capacity for Family Engagement](#) (video)
- [Building Powerful Partnerships with Families: Transforming Your Old Title I School-Parent Compacts into Effective Action Plans](#) (ESSA, Title I (A), Section 1116)
- [Family-School Relationships Survey](#)
- [How Welcoming Is Your School?](#)
- [National Association for Family, School and Community Engagement](#)
- [National Conference of State Legislatures: Family Engagement in Education](#)
- [School-Family Community Partnerships (CSDE Overview)](#)
- [School Governance Councils](#) (Connecticut General Statute 10-223j)
- [Toolkit of Resources for Engaging Parents and Community as Partners in Education](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 4: Culture and Climate Indicator 4.1: Family, Community and Stakeholder Engagement		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
4.1 Communications	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which all staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.
4.1 Inclusive decision-making	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.
4.1 Relationship building	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.
4.1 Cultural competencies and community diversity	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.

Hiring

(See specific district policies regarding hiring)

Research shows that effective teachers are critically important to student learning, but hiring highly-qualified teachers is just one piece of talent management: "…the front-end task is to hire teachers who have at least four core qualities: (1) high moral commitment relative to the learning of all students regardless of background, (2) strong instructional practice, (3) desire to work collaboratively, and (4) commitment to continuous learning." (Fullan, 2014) Managing human capital encompasses a wide range of areas, including recruitment, staffing, induction, compensation and benefits, and performance management. The ultimate goal of the teacher hiring process is to improve student learning through the hiring, developing and retaining of the most talented individuals to teach our students and by cultivating a culture and systems of professional excellence that support growth and collaboration.

Key Questions:

- **What are my district's recruitment and hiring policies?**
  - ⋆ Read and understand your district's internal policies and procedures carefully. Be familiar with local educator preparation programs (EPPs), teacher career fairs and minority teacher recruitment methods as well as the criteria and rubrics used in your district to screen teacher candidates. Ensure that your school workforce reflects student demographics.

- **What teacher vacancies exist in my building?**
  - ⋆ Research student achievement data at your school for insight into areas of need in order to fill teacher vacancies. For example, if fifth grade math scores have dipped in recent years and a fifth grade vacancy exists, focus your candidate search for an individual with evidence of student growth in mathematics.

- **What training exists in my district for staff who serve on hiring committees?**
  - ⋆ Determine the following: if protocols exist for asking questions; if there are clear district policies with regard to candidate privacy and confidentiality; and if there is a process in place to uncover unconscious bias.

- **How can I ensure that highly-effective teachers are identified and placed in roles to build capacity in developing and sharing effective and innovative practices?**
  - ⋆ Create clear standards of professional practice for teachers to develop from novice to veteran on the development continuum (see the section on "Professional Learning").
  - ⋆ Recognize and celebrate teachers who demonstrate exemplary practice, including those with an extraordinary impact on student learning.

For More Information:

- [Center for American Progress, To Attract Great Teachers, School Districts Must Improve Their Human Capital Systems](#)
- [Connecticut Equity Plan](#)
- [Five-year Comprehensive Plan for Education](#)
- [The State of Racial Diversity in the Educator Workforce](#)
- [The State of Teacher Diversity in American Education](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 2: Talent Management Indicator 2.1: Recruitment, Selection and Retention		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
2.1 Recruitment, selection and retention practices	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.
2.1 Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.
2.1 Cultivation of positive, trusting staff relationships	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.
2.1 Supporting early career teachers	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.

Information Technology

*(**Statute:** CT Gen Stat § Section 10-222d (Cyberbullying) and 10-222j)*

Technology in today's world helps to support learning 24 hours a day, seven days a week. It helps to build 21st century skills and to increase student engagement and motivation. It can also accelerate learning. However, according to a study from Harris Interactive (Teaching with Technology: The Promise and Reality of the U.S. Digital Classroom, 2013), teachers are often unfamiliar and uncomfortable with technology; 89 percent felt that educational technology could improve student outcomes, yet only 14 percent actually incorporate some type of edtech in their weekly lesson plans.

Key Questions:

- **How can I help my teachers become more comfortable and familiar with technology?**

  Show teachers how beneficial technology can be through hands-on demonstrations. Offer ongoing professional learning opportunities during the school year with extensive training and support. Share real world examples of how teachers are using technology in the classroom and give them time to "play." (Frenzel, 2018)

- **How does my school/district track student achievement?**

  Determine whether your school/district has a digital/electronic platform to track data. Survey teachers to see how comfortable they feel using it. If teachers are unsure how to access the system to input data, graph specific trends, etc. ask the district IT manager/director to provide professional learning in how to use it?

- **What physical resources/hardware/technology is readily available to teachers for every day classroom use?**

  Conduct a school walkthrough and make note of available electronics. Interactive whiteboards/SMART Boards, and classroom devices such as desktop PCs, Macs, Chromebooks or 1:1 handheld devices like iPads are provided by some districts for teacher/classroom use. Contact the district IT manager to determine how often teachers are trained in the proper use of specific devices and/or software programs.

- **How is data security handled in my school/district?**

  Most districts put strict data security in place at schools, including strong firewalls to prevent the use of unapproved internet sites and limit the use of specific web content.

- **What are the district guidelines for staff social media presence?**

  Be sure to read your school/district employee handbook for specific social media guidelines. Most districts strongly discourage or prohibit teachers from friending students on social media.

- **How is the district data system protected? (For example, are only authorized personnel given access to specific directories and required to have password security?)**

  Try to meet with your district IT manager/director before the school year starts to determine what you do and do not have access to (for example, mandated state reporting forms). Be sure to ask who is in charge of software licenses and user administration.

- **What is the district's IT capacity for data archiving and retention?**

  Some districts require that schools retain student data for 3–5 years after a student leaves that school.

For More Information:

- [CSDE Assistive Technology Resource Guide](#)
- [ISTE Standards for Administrators](#) (International Society for Technology in Education)
- [ISTE Standards for Educators](#)
- [Office of Educational Technology (US Department of Education)](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 3: Organizational Systems Indicator 3.2: Resource Management **Domain 4: Culture and Climate** Indicator 4.3: Equitable and Ethical Practice		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
3.2 Resource allocation	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.
4.3 Ethical use of technology	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.

Model Code of Ethics

*(**Statute**: CT Gen Stat § 10-145d – 400a)*

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

"The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code." (CSDE, Connecticut Code of Responsibility for Administrators, 2007)

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

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

"Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education." (CSDE, Connecticut Code of Responsibility for Teachers, 2007)

Things to Consider:

- How do you model professional responsibility and ethical practices?
- How do you communicate expectations to your staff?

For More Information:

- [Connecticut Code of Professional Responsibility for Administrators](#)
- [Connecticut Code of Professional Responsibility for Teachers](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 4: Culture and Climate Indicator 4.2: School Culture and Climate Indicator 4.3: Equitable and Ethical Practice		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
4.2 Professional conduct	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators.
4.3 Professional Responsibility and Ethics	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.
4.3 Equity, cultural competencies and social justice	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.
4.3 Ethical use of technology	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.

Next Generation Accountability System

*(**Statute:** CT Gen Stat § Section 10-223e)*

Connecticut's Next Generation Accountability System is a broad set of twelve indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time. It was developed through extensive consultation with district and school leaders, Connecticut educators, state and national experts, CSDE staff and many others. The system was conceived and developed under ESEA Flexibility and approved by the U.S. Department of Education (USED) on August 6, 2015. It was later included as part of Connecticut's state plan under the Every Student Succeeds Act (ESSA).

Key Questions:

- **What are the twelve indicators in Connecticut's Next Generation Accountability System on which my school will be assessed?**

  The twelve indicators are: 1) Academic achievement status; 2) Academic growth; 3) Assessment participation rate; 4) Chronic absenteeism; 5) Preparation for postsecondary and career readiness – coursework; 6) Preparation for postsecondary and career readiness—exams; 7) Graduation—on track in ninth grade; 8) Graduation—four-year adjusted cohort graduation rate—all students; 9) Graduation—six-year adjusted cohort graduation rate—high needs; 10) Postsecondary entrance rate—all students (college enrollment); 11) Physical fitness; and 12) Arts access. Schools and districts are assessed on the indicators that apply to them, based on their grade range.

- **Which indicator receives the greatest weight in elementary/middle schools?**

  Academic Growth, which evaluates the growth achieved by the same student from one grade to the next on the Smarter Balanced ELA and Mathematics assessments, receives the greatest weight. Measuring growth based on a matched student cohort provides a more accurate picture of curriculum/instructional effectiveness than just looking at a snapshot of student performance. Academic growth is Indicator 2 of the accountability system.

- **Which indicator receives the greatest weight in high schools?**

  For high schools that do not teach any grades below grade 9, School Performance Index (SPI)—which is an aggregate measure of student achievement that is based on the state summative assessments—receives the greatest weight. SPI (or District Performance Index, DPI, for a school district) tells us how well students are doing academically in a given school year. The Performance Index is Indicator 1 of the accountability system. For high schools that do teach at least one grade below grade 9, Academic Growth receives the greatest weight.

- **What is the Accountability Index? How is that different from the Performance Index?**

  Each school receives a single composite score based on all applicable indicators. This is called the Accountability Index. It is calculated by dividing the total points earned on all of the indicators by the total number of possible points that could have been earned and multiplying by 100 percent. The Performance Index (i.e., the DPI or SPI) described above, is only one of the indicators used to calculate the Accountability Index.

- **How will I know how my school is performing?**

  To see the report for your school or district, visit EdSight and click "Next Generation Accountability Reports". The report will provide the outcome for each indicator as well as the overall Accountability Index.

- **How can I learn more about the accountability system and each of the indicators?**

  Start with the guide labeled Using Accountability Results to Guide Improvement. It includes the rationale for the inclusion of each indicator as well as details on the overall methodology. In addition, to inform local improvement efforts, this guide offers links to resources, research, and evidence-based strategies for each indicator.

For More Information:

- Next Generation Accountability System Main page
- Statewide Accountability Report
- An Introduction to the Performance Index (7-minute video)
- Smarter Balanced Growth Model Overview (20-minute video)
- Accountability Results on EdSight
- Using Accountability Results to Guide Improvement

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.3: Continuous Improvement		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.3 Data-driven decision-making	Analyzes varied sources of data* about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.
1.3 Solution-focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.

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

Paraeducators

*(**Statutes:** CT Gen Stat § Section 10-155j, Section 2008: Paraprofessional Development; 10-155k: School Paraprofessional Advisory Council; PA 15-5, Section 177)*

The Connecticut State Department of Education defines paraeducators as "employees who assist teachers and/or other professional educators or therapists in the delivery of instructional and related services to students. The paraeducator works under the direct supervision of the teacher or other certified or licensed professional. The ultimate responsibility for the design, implementation and evaluation of instructional programs, including assessment of student progress, is a collaborative effort of certified and licensed staff." (CSDE, 2012)

Clarification of Professional Title(s): "Paraprofessional" and "Paraeducator"

The Individuals with Disability Act (IDEA) of 2004 uses the term "paraprofessionals." The Connecticut State Department of Education, Bureau of Special Education uses the term "paraeducators."

Key Questions:

- **What are the roles and responsibilities of paraeducators?**
    * The role of a paraeducator varies depending on the need(s) of the student(s) whom they support. Paraeducators should provide appropriate assistance to students without developing an overdependence of the student on the paraeducator. (Guidelines, pp. 40–42) Also, be sure that paraeducator job descriptions are relevant to current roles and responsibilities.
    * Connecticut has adopted the National Resource Center for Paraeducators' identification of six primary areas of responsibilities (National Resource Center for Paraeducators Model, 1999):
        1. Assisting teachers/providers with building and maintaining effective instructional teams.
        2. Assisting teachers/providers with maintaining learner-centered supportive environments.
        3. Supporting teachers/providers with planning and organizing learning experiences.
        4. Assisting teachers/providers with engaging students in learning and assisting in instruction.
        5. Assisting teachers/providers with assessing learner needs, progress and achievement.
        6. Meeting standards of professional or ethical conduct.

- **What are the requirements for paraeducators if my school receives Title I funding?**
    * In addition to school/district requirements, Title I paraprofessionals described above who provide instructional assistance must have a high school diploma or its recognized equivalent, a General Educational Development (GED) diploma, **and** two years of college credit; **OR** an associate (or higher) degree; **OR**
    * Pass a State Board of Education-adopted paraprofessional assessment, which assesses content knowledge in mathematics, reading and writing and an understanding of how to assist in the instruction of these topics. The Connecticut State Board of Education has adopted Educational Testing Services' *ParaPro Assessment.* Candidates must receive a passing score of 457 or higher.(Guidelines, p. 7)

- **What do I need to know about hiring and orientation for paraeducators?**
  * Collaborate with your school/district student support services department to determine what student needs exist in your building.
  * In addition to ensuring that potential paraeducators have the knowledge and skills to meet the needs of students, interpersonal skills, attitude, and an interest in self-improvement are good indicators of how well a candidate will fit into a team.
  * Prior to the effective date in which a paraeducator will begin their assignment, provide time for the paraeducator to review the current needs of the student(s) whom they will be supporting and or time to meet with the supervising educator. It is important that paraeducators are aware of any portion of a student's IEP, Section 504 plan, behavior intervention plan (BIP), or other individualized plan that they will be responsible for implementing.
  * Include the supervising educator in the hiring process.
  * Ensure that paraeducators know and understand the policies and procedure of the school/district.
  * Assign responsibilities to paraeducators carefully, respecting job descriptions and individual strengths.

- **How can I support paraeducators through professional learning?**
  * Provide opportunities for paraeducators to meet with you as a group.
  * Provide relevant professional learning opportunities.
  * Assist paraeducators in developing career goals.
  * Advocate for paraeducators by supporting substitutes when they are out as well as paid time for training and professional learning.

- **What are the implications of Every Student Succeeds Act (ESSA) for Paraeducators as it relates to Individualized Family Service Plan and Planning and Placement Team Meetings?**

  ESSA gives paraeducators a voice through participation in Individualized Family Service Plan (IFSP) or Planning and Placement Team (PPT) meetings. "Pursuant to Public Act 15-5, Section 277, effective July 1, 2015, parents and guardians have the right to have the school paraprofessional assigned to their child, if any, be present and participate in all portions of any PPT meeting at which their child's educational program is being is being developed, reviewed or revised." It is expected that parents will provide reasonable notice to the district if they wish to have their child's paraprofessional attend a PPT meeting. For children with more than one paraprofessional, in most cases, the parents or guardians would have one paraprofessional present at the meeting.

For More Information:

- [Connecticut Paraprofessionals' Guide to Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD / ADHD)](#)
- [Connecticut Guidelines for Training and Support of Paraprofessionals](#)
- [Connecticut Paraprofessionals' Guide to Challenging Behaviors](#)
- [Connecticut Paraprofessionals' Guide to Common Core State Standards (CCSS)](#)
- [Connecticut Paraprofessionals' Guide to Data Collection](#)
- [Connecticut Paraprofessionals' Guide to ELLs](#)
- [Connecticut Paraprofessionals' Guide to Learning Disabilities](#)
- [Connecticut Paraprofessionals' Guide to SRBI](#)

- Laws/Regulations
- National Resource Center for Paraeducators (NRCP)
- Paraeducator Information and Resources
- ParaPro Assessment

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 2: Talent Management Indicator 2.1: Recruitment, Selection and Retention **Domain 3: Organizational Systems** Indicator 3.2: Resource Management		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
2.1 Recruitment, selection and retention practices	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.
2.1 Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.
2.1 Cultivation of positive, trusting staff relationships	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.
3.2 Resource allocations	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.

PPTs (Planning and Placement Teams)

*(**Statute**: CT Gen Stat § 10-76a-1(14))*

As of July 1, 2013, Connecticut adopted the Individuals with Disabilities Education Act (IDEA) 2004 definition of an Individualized Education Plan (IEP) to refer to what is known in Connecticut as a Planning and Placement Team (PPT). As defined in the IDEA, a PPT means the individualized education program team who participate equally in the decision-making process to determine the specific educational needs of a child with a disability and develop an individualized education program for the child.

For each child with a disability, the PPT includes the parents of the child, the child (as appropriate), at least one general education teacher of the child if the child is or may be participating in the general education environment, at least one special education teacher of the child, an individual who can interpret the instructional implications of evaluation results who may also serve in additional roles on the team, the paraeducator assigned to the child if requested by the parents or school district in accordance with the Every Student Succeeds Act (ESSA), and a representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for children with disabilities, is knowledgeable about the general education curriculum, is knowledgeable about the availability of resources of the school district, and who has the authority to commit school district resources and be able to ensure that whatever services are described in the IEP will actually be provided. At the discretion of the parents or school district, PPT membership also includes other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate. The determination of the knowledge or special expertise of any individual must be made by the party (i.e., parents or school district) who invited the individual to be a member of the PPT.

A member of the PPT is not required to attend a PPT meeting if the parent of the child and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. A member of the PPT may be excused from attending a PPT meeting, in whole or in part, when the meeting does involve a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the PPT, input into the development of the IEP prior to the meeting.

Key Questions:

- **What is the role of the individual facilitating the PPT?**
    - Ensure that parents have received prior written notice of the PPT at least five (5) school days before the meeting, including purpose, time, place and anticipated attendees. PPTs may be held in the absence a parent only if the school has documentation that the school has attempted to involve them and/or parents are unwilling/unable to attend. The individual facilitating the PPT must ensure a translator is made available as needed.
    - Provide parents/guardians with procedural safeguards in special education (https://portal.ct.gov/-/media/SDE/Special-Education/Prosaf.pdf?la=en) annually, and as requested by parent(s).
    - Ensure the assignment of a PPT facilitator designee as needed.
    - A parent may invite a friend or family member to the PPT.
    - Be aware that a surrogate parent is assigned to a student when he/she is in the care of DCF, and that the surrogate parent has the same educational rights as a biological parent (https://portal.ct.gov/SDE/Special-Education/Surrogate-Parent-Program).
    - If a parent attorney is present at the PPT, although not legally mandated, the individual facilitating the PPT may request that the PPT reconvene at another time to provide the opportunity for the district attorney to be present.

* Be aware that advocates attend the PPT meeting at the parents' request for the purpose of advocating for the rights of the child, but do not have the same rights as a parent.
* Consider walking into the room with the parent and school based team at the same time.
* Create a welcoming, comfortable and collaborative meeting environment that is based on openness, parity and trust focused on the shared goal of planning an educational program in the best interest of the student's social, emotional and academic outcomes.
* Facilitate the introduction amongst PPT participants, including their full name and position.
* Welcome all participants, and provide a brief overview of the purpose of the meeting (e.g., annual review, triennial evaluation, school-based decision or parents' request).
* Ask the student's general education teacher and other service providers to present a brief overview of the student's current levels of academic achievement and functional performance. Identify strengths and areas of needed improvement.
* Provide parents with an opportunity to provide information and/or ask questions.
* At the end of the meeting, review action items and individuals responsible for delivering services.
* Be sure that parents/guardians receive a copy of the IEP within five (5) school days after the PPT meeting.
* Be cognizant of re-evaluation date and timelines. Plan for re-evaluation with team, and attain parental/surrogate consent to conduct evaluation.
* It is important to note that in preparation for a PPT meeting, it usual and appropriate for school staff to speak with each other as well as district administrators about the student and/or potential services for the student. Similarly, it is appropriate for parents to speak with school staff about the student. These discussions do not constitute predetermination or prior approval of proposed services to be included in the IEP. The PPT has the sole authority to determine the individualized service needs of each student.

- **What if the PPT is for a student 16 years or older?**
  Beginning not later than the first IEP to be in effect when a child turns 16, or younger if determined appropriate by the PPT, students' IEPs must include transition services needed to assist the student in reaching appropriate, measurable postsecondary goals. Such goals must be based upon age-appropriate transition assessments and related to training, education, employment, and where appropriate, independent living skills. If the purpose of a PPT meeting includes consideration of a student's postsecondary goals and the transition services needed to assist the student in reaching those goals, then the student must be invited to attend the PPT meeting with sufficient notice as is given to other members of the PPT. However, though it is strongly recommended that the student attend the meeting, there is no requirement to do so. It is also important that the PPT begin the process of transition planning with sufficient time; keeping in mind the time it may take to conduct the transition assessments, develop a report, convene a PPT meeting to consider the results of such assessments, and develop the student's postsecondary goals, so that transition services are fully in place at the time that the student turns 16. If the PPT determines it is appropriate, a student may continue to be eligible for special education and related services through the end of the school year during which he or she turns 21 years old. However, a student may exit such services at any time based on the determination of the PPT or through the parents' or eligible student's withdrawal of consent to receive services.

- **What is the difference between accommodations and modifications?**
  Accommodations are changes in **how** a student accesses information and demonstrates learning, for example: how a lesson is presented; what instructional strategies are used; type of student response required; time/scheduling; equipment utilized; environment; and assignment structure. *Modifications* are changes in **what** a student is expected to learn, for example: instructional level; content/curriculum; performance criteria; and assignment structure.

For More Information:

- [Individualized Education Program (IEP) Form ED620](#)
- [Least Restrictive Environment Procedural Checklist](#)
- [IEP Manual and Forms](#)
- [Surrogate Parent Program](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.1: Shared Vision, Mission and Goals Indicator 1.2: Curriculum, Instruction and Assessment Indicator 1.3: Continuous Improvement **Domain 3: Organizational Systems** Indicator 3.2: Resource Management		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
1.1 High expectations for students	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students.
1.1 Stakeholder engagement	Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.
1.2 Instructional strategies and practices	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.
1.3 Data-driven decision-making	Analyzes varied sources of data* about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and adult learning needs and progress toward school or district mission and goals.

1.3 Analysis of instruction	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.
3.2 Resource allocation	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.

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

Professional Learning

*(**Statute:** CT Gen Stat § Section 10-148a)*

The goal of professional learning is to improve and enhance educator practice in order to support student growth and development. All professionals, regardless of their field of work, engage in continuous learning as part of their professional practice. Educator professional learning requires collaboration with colleagues to meet the diverse learning needs of all students, a commitment to continuously analyze and refine one's practice, and a responsibility to take action to improve one's performance. Professional learning is sustained over time, not the result of a single event or episode, focused on deep learning and application of learning, and incorporates effective adult learning practices. There are three interdependent elements of Connecticut's high-quality professional learning system: 1) the *Connecticut Standards for Professional Learning*, 2) an effective Professional Development and Evaluation Committee (PDEC), and 3) a comprehensive professional learning plan. These elements must be continuously reviewed, refined and adapted to support educator and student growth and development. (*Connecticut Guidance for a Professional Learning System,* 2017)

Key Questions:

- **What is a comprehensive professional learning plan?**

  A comprehensive professional learning plan is the map that guides professional learning for all educators to enhance their practice and support student growth. It clearly describes how professional learning is developed, implemented, monitored and evaluated within a district and school.

- **What are the resources available to me to support high-quality professional learning in my school?**

  Resources refer to time, people/expertise, and materials. Determine who in your building/district has previous experience in designing and implementing a professional learning plan and identify what your school has in place.

- **What is Connecticut's definition of high-quality professional learning and what are the Connecticut Standards for Professional Learning?**

  * High-quality professional learning is a process that ensures all educators have equitable access, throughout their career continuum, to relevant individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

  * There are eight Connecticut Standards for Professional Learning. They are: Cultural Competence, Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes.

- **What is a PDEC?**

  An effective Professional Development and Evaluation Committee (PDEC) is a districtwide committee composed of certified teachers, administrators and other appropriate school personnel including representatives selected by the respective bargaining units. PDEC duties include participation in the development or adoption of a teacher evaluation and support program for the district and the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the district. (C.G.S. 10-220a(b))

- **As my school's instructional leader, what do I need to know to provide professional learning opportunities that support educator growth and align to school and district goals?**

  * Understand your district's vision for a comprehensive professional learning plan.
  * Know your School/District Improvement Plan.
  * Know your School/District professional learning plan.

For More Information:

- Connecticut Standards for Professional Learning (May 2015)
- Connecticut Standards for Professional Learning At-a-Glance
- Connecticut Guidance for a Professional Learning System
- Elements of a High-Quality Professional Learning System
- TEAL's (Teaching Excellence in Adult Literacy): Adult Learning Theories
- Learning Forward's Team to Teach: A Facilitator's Guide to Professional Learning Teams

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 2: Talent Management Indicator 2.2: Professional Learning		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
2.2 Professional learning system	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.
2.2 Reflective practice and professional growth	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.
2.2 Resources for high-quality professional learning	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.

Recruiting a Diverse Educator Workforce

*(**Statute:** CT Gen Statute: P.A. 16-41, S.A. 16-10)*

I n 2016, the Connecticut State Board of Education (SBE) adopted a Five-Year Comprehensive Plan: *Ensuring Equity and Excellence for All Connecticut Students* which initiated the development of several strategies committed to increasing the number of high-quality educators of color from 8.3 percent to 10 percent by 2021 (1,000 certified educators of color within five years).

Public Act 16-41 (Sec. 2) established a Minority Teacher Recruitment (MTR) Policy Oversight Council to advise the Commissioner of Education, or the commissioner's designee on ways to recruit and retain educators of color. Currently (2017), 8.9 percent of Connecticut educators are of color compared to 45 percent of Connecticut's students. This gap of 36 percent can only be diminished by a broad commitment of all public education stakeholders to strategically and intentionally address the issue. Creating a school/district community that believes all students, and our democracy at large, will benefit from a teacher workforce that reflects the full diversity of its student population is step one. Harnessing that belief into a series of actions that 1) examines current practices for recruitment, hiring and selection, support, and retention; 2) analyzes data to reveal problems of practice; and 3) develops a plan to meet desired outcomes will result in an educational experience for students that better prepares them to succeed in an increasingly diverse society. Positive exposure to individuals of a variety of races and ethnic groups, especially in childhood, can help to reduce stereotypes, attenuate unconscious, implicit biases, and help promote cross-cultural social bonding.

Key Questions:

- **What is the ratio of teachers of color to students of color in your school/district?**

  Mine your data to see if a gap exists between educators of color and students of color in your building. Students of color benefit from having teachers from their own racial and ethnic group who can serve as academically successful role models and who can have greater knowledge of their heritage and culture.

- **How can teachers better understand their students' lives outside of school?**

  Teachers who to take the time to build relationships—often by simply engaging in quick conversations about weekend or evening plans—can learn a lot about their students. Teachers who have knowledge of students' cultures and lives outside of school are less likely to confuse cultural differences for cultural or intellectual disadvantage. Teachers of color tend to have higher academic expectations for students of color, which can result in increased academic and social growth among students.

- **How can I increase the likelihood that students of color will graduate from high school?**

  Research has shown that if a Black student has one Black teacher in 3rd, 4th or 5th grade, the likelihood of that student graduating from high school and pursuing higher education is significantly increased. (Papageorge, et.al, March 2017) Teachers of color can be more motivated to work with students in high-poverty, racially and ethnically segregated schools, a factor which may help reduce teacher attrition in hard to staff schools.

- **Why do teachers of color have higher attrition rates than their White counterparts?**

  Teachers of color report that they do not leave the profession because of the poverty, race or ethnicity of their students but because of the lack of collective voice in educational decisions and a lack of professional autonomy in the classroom. (Albert Shanker Institute, September, 2015)

For More Information:

- The State of Teacher Diversity in American Education, The Shanker Institute
- EdKnowledge: A Digital Resource of Promising Practices and Models of Success for Recruiting Educators of Color Across the Educator Pipeline. (Available fall 2018)

- Purpose of the [Minority Teacher Recruitment Oversight Council](#)

- [The Long-Run Impact of Same-Race Teachers](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 2: Talent Management Indicator 2.1: Recruitment, Selection and Retention **Domain 4: Culture and Climate** Indicator 4.1: Family, Community and Stakeholder Engagement Indicator 4.3: Equitable and Ethical Practice		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
2.1 Recruitment, selection and retention practices	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.
2.1 Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.
4.1 Cultural competence* and community diversity	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.
4.3 Equity, cultural competence and social justice	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.

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

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

Restorative Practices

"Restorative Practices represent a philosophy that recognizes the importance of prioritizing the relationships and connections between and among all people within a school community and provides a framework for creating positive school climate and culture." (Jo Ann Freiberg, 2018) Rather than focus on what rules were broken and punitive consequences, restorative practices examine the harms done and appropriate restorative consequences necessary to repair and support strong relationships. According to the National School Climate Standards, "There is growing appreciation that school climate—the quality and character of school life—fosters children's development, learning, and achievement. School climate is based on the patterns of people's experiences of school life; it reflects the norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures that comprise school life." (Council, 2007)

Restorative Practices can help to present a vision and framework for a positive and sustainable school climate by strengthening relationships, developing a sense of school community, managing conflict and behavior, repairing harm, and restoring potentially damaged relationships. The key to restorative practice is working *with* students and staff as opposed to working *for* or *against* them, creating a paradigm shift from punitive to restorative.

Key Questions:

- **What is the current need in my school and how can Restorative Practices address it?**

  In order for strategic, incremental implementation, a three-year roll-out plan is usually needed, including strategies to gain buy-in from staff as well as training, ongoing professional learning, ways to monitor progress and gather feedback, update policies and procedures, and report progress.

- **How receptive is the culture in my school to a relational approach?**

  Observe the adult modeling in your school, noting such behaviors as language usage, instances of moral and ethical behavior, and demonstrations of compassion, active listening, whether the adults in the building practice mentorship or friendship, how conflicts are resolved, and displays of common courtesy. Having a general idea of your school's current culture will allow you to backward map from your ideal school culture.

- **How can these programs support implementation of Restorative Practices?**

  Whatever programs or strategies your school is currently implementing can incorporate the basic tenets of Restorative Practices—that is, building relationships and moving away from punitive actions to those more restorative in nature.

- **Is a realignment of policies and procedures necessary?**

  If your school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate (Standard One of the National School Climate Standards finalized in 2010), you should not need to realign policies and procedures. If, however, a review of your school's vision and mission does not include a positive climate you will need to realign policies and procedures.

For More Information:

- [Defining Restorative](#) (PDF)
- [Model School Climate Policy, Connecticut](#) (PDF, Connecticut Association of Schools)
- [Restorative Practices](#) (PDF)
- [Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools, A Guide for Educators](#) (PDF)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 4: Culture and Climate Indicator: 4.2: School Culture and Climate		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
4.3 Student conduct	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.
4.3 Positive school climate for learning	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.

Retention

Nearly one-third of teachers leave education within their first three years of hire (2018, Frontline Institute); another 20 percent leave within three years after that. Half of all new teachers entering the field leave before their 5th year and, in urban areas, that number climbs to as much as 70 percent. (Muhammad, 2009) The most common reasons teachers cite for leaving the profession include lack of support from administration/ineffective school leaders, feelings of isolation, a sense of powerlessness in the decision-making process, lack of effective classroom management skills, working in subpar conditions, and lack of peer support. (Steinhardt, 2015)

Teachers in the waning years of their career are not immune to leaving the field before retirement. According to Hargreaves and Fullan (Fullan, 2012), an experienced teacher's later years "are the most precarious for teacher commitment. In [one] study…43 percent of teachers with 24 years or more of experience were finding it hard to sustain motivation or were feeling trapped." While establishing a positive and collaborative school culture and climate is essential to teacher retention, rewarding exemplary performance identified through the evaluation process is equally important. Offering teachers with proven leadership opportunities for career development and professional growth is a critical step in building the capacity and skills of all teachers.

Key Questions:

- **What opportunities exist in my school for career development and teacher growth?**

  Utilize distributed leadership to identify and offer exemplary teachers advancement opportunities to leadership roles, including: observing peers/training to become complementary evaluators; mentoring early career teachers through the TEAM program or by supporting student teachers; leading Professional Learning Communities; and focusing on professional learning based on goals for continuous growth and development.

- **What is the existing culture and climate in my building?**
    * Analyze feedback from parent and teacher climate surveys. Be familiar with your school/district's vision and mission plans. Plan brief, informal meetings with teachers to determine current culture and climate and find out what is important to them. How do they feel about the school? How is morale? Talk to students to gain their perspective.
    * Read the school's most recent National Climate Survey.

- **How is student discipline handled?**

  Review your school handbook for behavior expectations and safety policies. Familiarize yourself with the strategies the school has chosen to implement (PBIS, Restorative Practice, etc.). What is the school's suspension/expulsion rate?

- **What is the school's attendance rate for teachers?**

  Chronic absence among teachers is often symptomatic of a weak culture and climate, and can lead to staff feeling unsafe at school, isolated, and unsupported.

- **How are exemplary teachers recognized and/or celebrated?**

  People need and want to feel that their work is valued and meaningful; teachers are no exception.

For More Information:

- [SEED 2017 Handbook (Connecticut's System for Educator Evaluation and Development) Career Growth and Development](#)
- [The Irreplaceables: Understanding The Real Retention Crisis in America's Urban Schools](#)
- [Five Ways Principals Can Keep More Irreplaceable Teachers](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 2: Talent Management Indicator 2.1: Recruitment, Selection and Retention **Domain 4: Culture and Climate** Indicator 4.2: School Culture and Climate		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
2.1 Recruitment, selection and retention practices	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.
2.1 Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.
2.1 Cultivation of positive, trusting staff relationships	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.
2.1 Supporting early career teachers	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.
4.2 Positive school climate for learning	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.

School Safety and Security

*(**Statutes:** CT Gen Stat § Section 10-231 (fire drills);*
CT Gen Stat § Section 10-221d (fingerprinting/background checks)

School safety and security covers a broad range of areas, including fingerprinting and background checks for new employees, planning and holding fire and lockdown drills, updating school evacuation plans, and appointing a Title IX/Equity Coordinator to investigate discrimination claims.

Key Questions:

- **Who in my building needs to be fingerprinted?**

  Connecticut requires that any person (teacher, administrator, special service staff member, teacher's aide, custodian, cafeteria employee, etc.) who is hired by a local or regional board of education submit to a state and national criminal history record check within the first 30 days of the date of employment. In addition, effective July 1, 2010, in accordance with Public Act 09-01, Section 8, any candidate in a preparation program leading to certification as a teacher, special service, etc., who has not had a criminal history background check, must do so at least 30 days prior to being placed in a school for clinical experiences such as field experience, student teaching or internship. The process includes the checking of fingerprints by the State Police Bureau of Identification and the F.B.I. The results of the criminal history record checks (both state and federal) are reported to the employing school district. If the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall notify the Bureau Educator Standards and Certification.

- **What is Title IX and why do I need to appoint a coordinator?**
    * Title IX is a federal civil rights law that prohibits sex discrimination in schools. It protects all students and employees in any educational entity that receives federal funds. The preamble to Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."
    * Title IX requires educational entities that receive federal funds designate at least one person as the Title IX Coordinator. He/she oversees compliance with the law. Many school districts choose to have a Title IX Coordinator designated in each school building. The ED607—Title IX Coordinator Survey—collects contact information for Title IX Coordinators and posts a directory on the CSDE website. The entire process is completed electronically, typically by school districts. Forms must be submitted to CSDE no later than September 1 each year.

- **How often do fire and crisis drills need to be practiced?**
    * According to CT Statute:
        a. Each local and regional board of education shall provide for a fire drill to be held in the schools of such board not later than thirty days after the first day of each school year and at least once each month thereafter, except [**that once every three months a crisis response drill may be substituted for a fire drill**] as provided in subsection (b) of this section.
        b. Each such board shall substitute a crisis response drill for a fire drill once every three months and shall develop the format of such crisis response drill in consultation with the appropriate local law enforcement agency. A representative of such agency may supervise and participate in any such crisis response drill.
    * All students and school personnel must exit the building during fire drills. Fire escape routes should be posted in each room of the building.

- **How often should my school safety committee meet and who should serve on it?**
  - * School safety committees should meet several times during the school year with minutes taken and disseminated to staff or posted in a common location.
  - * Include the following individuals on your safety committee if possible: a local police officer, security guard or SRO; a local first responder; a teacher; an administrator; a mental health professional; and a parent or guardian of a student enrolled at the school. It is also helpful to include the head custodian and the school nurse in safety meetings.
  - * Your school security and safety plan should be considered an all-hazards approach to emergencies and should conform to the security and safety standards developed by the Division of Emergency Management and Homeland Security (DEMHS) of the Department of Emergency Services and Public Protection (DESPP). Plans should be reviewed and, if necessary, updated each year. Some districts require administrators to submit their school's safety plan to DESPP/DEMHS.

For More Information:

- An Act Concerning School Crisis Response Drills and Fire Drills
- Basic Checklist for Title IX Compliance
- School Safety and Security Plan Joint Memorandum

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 3: Organizational Systems Indicator 3.1: Operational Management		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
3.1 Organizational systems	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.
3.1 School site safety and security	Develops and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.

Special Education Leadership Supports

*(**Statute:** 34 CFR Section 300.101 Free Appropriate Public Education)*

Bureau of Special Education Leadership Initiative: The support of new school and district administrators is of critical importance toward the effectiveness of efforts in providing students with disabilities a free appropriate public education. In response to the needs of the field, the Bureau of Special Education (BSE) has developed professional development and technical assistance opportunities to assist both administrators of special education as well as general education in understanding and effectively meeting the often complex needs of students with disabilities while ensuring compliance with state and federal special education regulations.

Did you know the following supports are available?

- **Special Education Professional Learning Modules:** Intentionally designed with a target audience that includes general educators/school leaders as critical partners. Professional Learning Topics include: IEP Rubric: A Look Beyond Basic Compliance, The Educational Benefit Review Process, Understanding and Developing the IEP, Considerations for the use of Assistive Technology and Accessible Educational Materials, Best Practices in Culturally Responsive Family Engagement for Families of Children with Disabilities, Best Practices in PPT Facilitation that Lead to Effective IEP Development, Considerations for Identifying IEP Accommodations and Modifications, and Connecting the Pieces of the Secondary Transition Process.

- **Training in Special Education Administration for Principals and Other Administrators** (i.e., Enhancing Instructional Programs Within Schools (aka: 7-Day Series): This seven-day series focuses on specific competencies, systems change, and the unification of general and special education. The Connecticut State Department of Education (CSDE) has agreed to accept full participation in all sessions as evidence of application/reflection as fulfillment of the 36 clock-hour special education requirement for certification.

- **Planning and Placement Team (PPT) Chairperson Training:** An overview of the rationale for the legal requirements of an IEP; develop in-depth knowledge about the PPT process and how it is to be properly documented; examine quality and compliance indicators of the components of the PPT process; learn how to foster culturally relevant family engagement; and examine/practice strategies for facilitating effective PPT meetings.

- I**mproving Outcomes for Students with Disabilities: A Three-Day Series for Principals.** A three-part series providing school principals with essential knowledge and skills to improve educational outcomes for special education students within their schools.

- **The Bureau of Special Education web page** with information related to IEPs/PPTs, disabilities, eligibility, guidance, and forms, legal and due process, general monitoring and support, programs and services, fiscal/IDEA grant, and additional resources for both educators and families; including a comprehensive, topical search feature.

- **The Bureau Bulletin:** The Bureau's interactive web-based information distribution platform. Subscribe on the homepage to immediately receive the latest posts in your inbox!

- Each Connecticut school district has **assigned Bureau consultant contact** ready to assist you! Call the Bureau at 860-713-6910 and ask for your contact by district.

- **Leadership Forums:** Topical gatherings of primarily ConnCASE members and presenters held two to three times per year.

- **The Bureau's Annual Back to School Meeting:** Held early September each year, a statewide gathering of Special Education Administrators receiving the most up to date information, with opportunities for networking and interaction with Bureau consultants.

For more information:

- [Bureau of Special Education Web page](#)
- [The Bureau Bulletin](#)
- [CCSSO: PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#)
- [CEEDAR Course Enhancement Module: School Leadership for Students with Disabilities](#)
- [Legal and Due Process Resources](#)
- [The IEP Manual and Forms](#)
- [Special Education Eligibility Documents](#)
- [Special Education Guidance Documents](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC	
To successfully lead an inclusive school, school and district leaders need to be proficient in all four Domains of the Connecticut Leader Evaluation and Support Rubric: **Domain 1: Instructional Leadership** **Domain 2: Talent Management** **Domain 3: Organizational Systems** **Domain 4: Culture and Climate**	
Rubric Domain	
Instructional Leadership	Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.
Talent Management	Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.
Organizational Systems	Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
Culture and Climate	Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

SRBI: Scientific Research-Based Interventions

*(**Statute:** CT Gen Stat §Section 10-14u)*

The broad benefits of SRBI come from its emphasis on uniting scientific, research-based practices with systems approaches to education. Scientific evidence is substantial for a number of areas central to children's school success and well-being, such as reading, language development, some areas of mathematics and social-emotional learning. SRBI is a prevention-based program adopted by the CSDE in 2008. It is the core component to RTI (Response to Intervention). Its tiered intervention model contains three levels: at the first level, Tier 1, all students receive the same high quality curriculum and instruction in the general education classroom. At Tier 2 the school provides additional support for students than what they receive from the general curriculum. At Tier 3 the school or program provides more individualized instruction for students who need the most support. Signs that a student may need SRBI support for academics include: poor grades; not progressing at the same rate as peers; continually struggling despite teacher assistance; and poor performance on benchmark assessments. Signs that a student may need SRBI support for behavior include: repeated behaviors; above-average frequency; misalignment with age-appropriate reactions; and behavior that does not respond to redirection. SRBI generally occurs progressively: routine screenings (academic, standardized assessments); focused interventions (a specific, targeted program to address the student's weakness) and frequent progress monitoring to assess student growth. The level of support provided to students in Tiers 2 and 3 should include a high-quality instructor who meets with students three to five days per week for 30- to 40-minute sessions in six- to eight-week intervals. At that point the school-based team should meet to discuss whether to continue the existing intervention, change the intervention, or refer the student for special education assessment.

Key Questions:

- **What benchmark assessments does my school use to determine student achievement?**

  If your district has a data management tool, familiarize yourself with it to research student achievement from the last few years. Talk to teachers in your building and colleagues in your district to find out what assessments are used. For example, some district assessments include but are not limited to: SBAC, DRA, Dibels, STAR Reading/Math, Fountas and Pinnell, NWEA, etc.

- **What are the parameters for a student to qualify for Tier 2 or Tier 3 support?**

  Some districts use "If/Then" flow charts to determine intervention services, others use a grid for each student in question separated into three testing times: fall, winter, and spring with benchmark scores listed for each assessment period. Depending on the district, students scoring at or below benchmark may be eligible for tiered intervention services. However, it is important to analyze more than one piece of data before recommending a student for intervention services.

- **Who are the instructional coaches in my building? Who are the reading/math interventionists and what level of training do they have/need in order to deliver intervention services?**

  Some districts employ retired teachers as interventionists, others train paraeducators to deliver intervention services. In some districts classroom teachers deliver Tier 2 interventions in the general education classroom during small group time. Meet with your school/district instructional coaches to assess the level of training interventionists have and/or need to teach intervention programs and ensure they are properly trained once a year.

- **How can I ensure that early career teachers know and understand special education laws as well as their professional roles in the SRBI (Scientific Research Based Interventions)/RTI (Response to Intervention) and PPT (Planning and Placement Team) processes?**

  Plan for professional learning time before school begins in the fall to go over your district's SRBI and PPT process with your teaching staff; include both processes in school's staff handbook.

For More Information:

- [A Family Guide to SRBI](#)
- [Assessment Inventories: Elementary](#)
- [Assessment Inventories: Secondary](#)
- [Certification Guidance for SRBI Roles](#)
- [Communication and School-Family Partnerships in Connecticut's SRBI Process](#)
- [CT's Framework for RTI Using Scientific Research-Based Interventions: Improving Education for *All* Students](#)
- [PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#)
- [SRBI: Scientific Research-Based Interventions](#)
- [State Education Resource Center (SERC)](#)
- [The Use of Data Teams in Connecticut's SRBI Process](#)

Additional Resources for Interventions:

- [Florida Center for Reading Research](#)
- [What Works Clearinghouse (WWC)](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.1: Shared Vision, Mission and Goals Indicator 1.2: Curriculum, Instruction and Assessment Indicator 1.3: Continuous Improvement		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.1 High expectations for students	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills college- and career-readiness, for all students.
1.2 Instructional strategies and practices	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.

1.3 Data-driven decision making	Analyzes varied sources of data* about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide on-going decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.
1.3 Analysis of instruction	Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.

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

Subject Matter Content Standards

*(**Statute***: CT Gen Stat §10-4)*

Principals are accountable for promoting an instructional program, built on high expectations for all learners and conducive to student learning and professional growth, thereby developing a school culture of success for all learners. Instruction that is differentiated provides opportunities to challenge all students to achieve. Principals understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards. The development of a shared understanding of standards-based best practices in curriculum, instruction and assessment leads to effective learning opportunities. Domain 1 of the Connecticut Leader Evaluation and Support Rubric specifically charges educational leaders with the responsibility for ensuring the success and achievement of all students by monitoring and continuously improving curriculum, instruction, and assessment.

Key Questions:

- **What are subject matter content standards?**

  The subject matter content standards adopted by the Connecticut State Board of Education provide teachers, students, and families with clear expectations of what a student should know and be able to do at each grade level. Taken together, standards, high quality curriculum, and instruction prepare students to meet the demands of 21st century study, work, and life.

- **Where do I find information and resources about subject matter content standards?**

  The Connecticut State Department of Education provides links and resources for subject matter content standards on the Academics section of their website (e.g., Connecticut Core Standards, Connecticut Elementary and Secondary Social Studies Frameworks, Next Generation Science Standards, etc.).

- **Who has the responsibility for developing curriculum?**

  Curriculum is determined at the local level. The curriculum for any grade or course needs to be aligned to the respective subject matter content standards.

- **Who determines what instructional materials should be used to implement the curriculum?**

  Similar to curriculum, the instructional materials used to implement the curriculum are determined according to local policy. Instructional materials should be aligned to the curriculum and subject matter content standards.

For More Information:

- [Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Frameworks, Connecticut Edition](#)
- [Business and Finance Technology Curriculum Frameworks](#)
- [Connecticut Arts Standards](#)
- [Connecticut Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#)
- [Connecticut Core Standards – Math](#)
- [Connecticut Department of Education Academics](#)
- [Connecticut Elementary and Secondary Social Studies Frameworks](#)
- [Connecticut Engineering and Technology Education Standards](#)

- [Connecticut English Language Proficiency Standards](#)
- [CSTA Computer Science Standards 2017](#)
- [National Family and Consumer Sciences](#)
- [National Healthcare Foundation Standards and Accountability Criteria](#)
- [Next Generation Science Standards (NGSS)](#)
- [ISTE Standards](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.2: Curriculum, Instruction and Assessment		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
1.2 Curriculum development	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards of learning in authentic settings.
1.2 Instructional strategies and practices	Promotes and models evidence-based instructional strategies and practices that address diverse needs of students.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.
1.2 Assessment Practices	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.

Teacher Education and Mentoring (TEAM)

*(**Statute**: CT Gen Stat § Section 10-145o)*

Engaged principals who know how to create conditions that support teacher development are a key factor in the success of new teachers. The importance of new teacher induction to the overall quality of your school's academic program can be found in its influence on a number of key levers that lead to overall school quality. Its most obvious impact is in the area of instructional practice among both beginning and experienced classroom teachers. Educational researchers have identified the first several years of a teacher's career as being crucial to their decision to remain in the profession and administrative support is often cited as a key factor in a teacher's decision. As the instructional leader in your building, you are responsible for providing vital support to your beginning teachers starting with personal and emotional support, expanding next to include specific task or problem-related support and expanding further to help the novice teacher to develop the capacity for critical self-reflection. Inducting new teachers into the profession is a shared responsibility among the district, school leadership and staff, the mentor teacher and the beginning teacher. The TEAM program is a professional learning model that promotes continuous improvement and application of new learning for student success. Domains 1 and 2 of the Connecticut Leader Evaluation and Support Rubric specifically charge you with responsibility for the growth and development of your faculty, specifically in your efforts toward "supporting early career teachers." (2017, Connecticut Association of Schools)

Key Questions:

- **How is my district implementing the TEAM program?**
    - ⋆ Who is the TEAM district facilitator?
    - ⋆ What are my responsibilities?
    - ⋆ Are there teachers in my building who are required to participate in TEAM?
- **Who must participate in TEAM?**
    - ⋆ Beginning teachers who hold an initial educator certificate in elementary education, English/language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language are required to successfully complete the following **five instructional modules** of the TEAM program: 1) classroom management and climate; 2) lesson planning and unit design; 3) delivering instruction; 4) assessing student learning; and 5) professional practice.
    - ⋆ Beginning teachers in any other endorsement area and whose primary function is providing direct instruction to students are required to successfully complete **two of the instructional modules** described above (Module 5, professional practice, does not count as one of the two modules).

For More Information:

- **TEAM District Facilitator:** He/she will be the main source of information and can answer all questions related to the implementation of TEAM in your district.
- **TEAM Dashboard:** If your district subscribes to the TEAM Dashboard through the RESC Collaborative, you can create an account and log in to find your district's three-year mentoring plan, beginning teachers in your building and their mentors, and all other information and resources to support TEAM implementation in your school/district.
- [TEAM Program Manual 2018–19 For Beginning Teachers, District Facilitators, Administrators and Mentors](#)
- [TEAM FAQs](#)

- TEAM for Principals: CAS and CSDE PowerPoint Presentation
- TEAM Participation Categories by Endorsement Code (TEAM Program Manual, Appendix B)
- Keeping Good Teachers, Chapter 4: The Principal's Role in New Teacher Induction
- Orientation and Induction of the Beginning Teacher

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.1: Shared Vision, Mission and Goals **Domain 2: Talent Management** Indicator 2.1: Recruitment, Selection and Retention Indicator 2.2: Professional Learning		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.1 School/District Improvement Plan (SIP/DIP)	Creates and implements cohesive SIP/ DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, school or district resources, and best practices of instruction and organization.
2.1 Supporting early career teachers	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.
2.2 Reflective practice and professional growth	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.
2.2 Resources for high-quality professional learning	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.

Teacher Evaluation and Support

*(**Statute**: CT Gen Stat § 10-151b)*

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts, aims to create a comprehensive approach to developing Connecticut's educators so that Connecticut prepares, recruits, hires, supports, develops, and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice, and the growth and development of teachers and leaders. High-quality evaluations are necessary to inform the individualized professional development and support that an educator may require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and leader effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence to employment decisions across the state. (Connecticut Guidelines for Educator Evaluation, 2017)

Per Connecticut General Statute, teacher evaluations include, but are not limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Not following established procedures for teacher evaluation and support can be subject to grievance in collective bargaining agreements. Teachers not receiving summative evaluations during the school year, receive a "not rated" designation for the school year.

Key Questions:

- **What teacher evaluation plan has my district adopted?**

  There are several teacher evaluation plans from which districts can choose, including but not limited to the Connecticut's SEED model and Danielson. All SDE approved evaluation plans are listed online at [Educator Evaluation Plans – Public School Districts, Charters and RESCs](#) and [APSEPs](#).

- **What are my district's data management protocols for teacher evaluation?**

  The best way to determine your district's data management protocols for teacher evaluation is to read your district's teacher evaluation plan and contact your central office IT manager if you have further questions.

- **What are the teacher performance categories and corresponding indicators of the Connecticut Common Core of Teaching (CCT)?**

  There are four domains [1) Classroom Environment, Student Engagement, and Commitment to Learning; 2) Planning for Active Learning; 3) Instruction for Active Learning; and 4) Professional Responsibilities and Teacher Leadership] and 12 indicators (three per domain) that identify the essential aspects of a teacher's performance and practice. See link below for more information.

For More Information:

- [CCT Rubric for Effective Teaching 2017](#)
- [CCT Rubric for Effective Service Delivery 2017](#)
- [Connecticut's Guidelines for Educator Evaluation](#)
- [CT Leader Evaluation and Support Rubric 2017](#)
- [Educator Evaluation](#)
- [Evaluation and Support Services](#)

- [SEED Model](#)
- [SEED Handbook](#)
- [The Student Learning Goals/Objectives Process](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 2: Talent Management Indicator 2.3: Observation and Performance Evaluation		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
2.3 Evidence-based evaluation strategies	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.
2.3 Feedback	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.

The Alliance District Program

*(**Statute**: CT Gen Stat §10-262u)*

The Alliance District program is a unique and targeted investment in Connecticut's 33 lowest-performing districts. Connecticut General Statue Section 10-262u establishes a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year.

Key Questions:

- **What is the purpose of the Alliance District program?**

  The Alliance District program offers the opportunity to transform the educational experiences and outcomes of thousands of traditionally underserved students and families across the state.

- **What laws established the Alliance District program?**

  Connecticut General Statue Section 10-262u establishes a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement.

- **How can Alliance District funds be utilized?**

  * Under Connecticut General Statute Section 10-262u(d), the following focus areas for spending are defined for Alliance District funds that may include, but not be limited to the following:
    - A tiered system of interventions
    - Foundational reading programs (Grades K–3)
    - Additional learning time, either extended day or extended year
    - A talent strategy designed to "attract, retain, promote and bolster the performance of staff," including allowable $500 stipends for mentor teachers in the TEAM program
    - Training for school leaders and staff on new teacher evaluation models
    - Coordination with early childhood education providers, including funding for Head Start
    - Coordination with governmental and community programs for student support and Wraparound Services
    - Implementing and furthering statewide education standards and associated activities and initiatives
    - Minority teacher/administrator recruiting
    - Enhancement of bilingual education programs

For More Information:

- [Alliance Districts](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 3: Organizational Systems Indicator 3.2: Resource Management		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
3.2 Budgeting	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district.
3.2 Securing resources to support vision, mission and goals	Advocates for and works to secure school or program financial/ educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.
3.2 Resource allocation	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.

The Commissioner's Network

*(**Statute**: CT Gen Stat §10-223h)*

The Network is a commitment between local stakeholders and the (CSDE) to dramatically improve student achievement in up to 25 schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies. Schools are accepted into the Network for a minimum of three years. The Connecticut State Board of Education (CSBE) may allow schools to continue in the Network for an additional year, not to exceed two additional years, if necessary.

Key Questions:

- **How are schools selected for the Network?**

  Under the statute, the Commissioner is authorized, within available appropriations, to select, for participation in the Network, not more than 25 schools in any single year that have been classified as Category Four school or Category Five school pursuant to C.G.S. §10-223e. The Commissioner may select not more than five schools in any single school year from a single school district to participate in the Network. Schools are accepted into the Network for a minimum of three years. The Connecticut State Board of Education may allow schools to continue in the Network for an additional year, not to exceed two additional years, if necessary.

- **Do schools remain part of their local district?**

  Yes. Schools remain part of their local school district while designated a Network school, but schools will have the necessary autonomy to implement transformative strategies for a minimum of three years. The CSBE may allow schools to continue in the Network for an additional year, not to exceed two additional years, if necessary.

- **Once a district expresses an interest in joining the Network, what are the next steps?**

  After the Commissioner initially selects a school to participate in a planning year for the Network, the local board of education shall establish a Turnaround Committee pursuant to C.G.S. §10-223h(b). Following the establishment of the Turnaround Committee, the CSDE shall conduct, in consultation with the local board of education, the School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. §10-223h(c). Once the audit is performed, the Turnaround Committee shall develop a Turnaround Plan for the school by completing its application. As stated in C.G.S. §10-223h(d), if the Turnaround Committee does not develop a Turnaround Plan, or if the Commissioner determines that a Turnaround Plan developed by the Turnaround Committee is deficient, the Commissioner may develop a Turnaround Plan for the school.

- **Will there be future opportunities for districts to express their interest in the Network and for the State to select schools for the Network?**

  Yes. CSDE will provide additional opportunities for districts to express their interest in having eligible schools join the Network for the 2019–20 school year.

- **What must be included in a Turnaround Plan?**

  The Turnaround Committee, in consultation with the School Governance Council, shall develop the Turnaround Plan in accordance with C.G.S. §10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must:

  1. Provide a rigorous needs analysis informed by the operations and instructional audit.
  2. Identify an evidence-based turnaround model, aligned to school needs and growth areas.
  3. Provide robust strategies to secure, support, develop, evaluate, and retain top talent.

4. Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5. Outline a comprehensive approach to build a positive school culture and climate.
6. Develop operational structures to effectively utilize time and resources.

- **How long will a school remain in the Network?**

  A school will remain in the Network for a minimum of three years, which may be extended on the basis of the status of turnaround efforts. Before the end of the third year that a school is participating in the Network, the Commissioner shall conduct an evaluation to determine whether the school is prepared to exit the Network.

- **Are there additional resources available for Network schools?**

  Yes. The Commissioner shall provide funding, technical assistance and operational support to schools participating in the Network. In addition, the Commissioner may provide financial support to teachers and administrators working at Network schools.

For More Information:

- [Commissioner's Network](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.2: Curriculum, Instruction and Assessment **Domain 2: Talent Management** Indicator 2.1: Recruitment, Selection and Retention **Domain 3: Organizational Systems** Indicator 3.2: Resource Management		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**
1.2 Curriculum development*	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.

2.1 Recruitment, selection and retention practices*	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.
3.2 Resource allocation*	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.

* The Commissioner's Network touches all four domains of the Connecticut Leader Evaluation and Support Rubric as well as the supporting indicators—Instructional Leadership, Talent Management, Operational Systems, and Culture and Climate; the domains and indicators listed above are three of the most important areas.

Trauma

A significant percentage of Connecticut students come to school each day having experienced some type of trauma. According to Joe O'Callaghan, LCSW, Department Head Social Work for Stamford Public Schools, and Dr. Jeffrey Vanderploeg, Vice President for Mental Health, Child Health and Development Institute, there are three types of trauma: Acute Trauma is a single traumatic event; Chronic Trauma is the experience of multiple traumatic events; and Complex Trauma, which "describes both exposure to chronic trauma—usually caused by adults entrusted with the child's care—and the impact of such exposure on the child." (Callaghan) Examples of childhood trauma Callaghan and Vanderploeg have identified include witnessing domestic violence; physical, emotional or sexual abuse; homelessness; hunger; witnessing the effects of alcohol or drug abuse; and living with family members with untreated mental illnesses. Traumatic experiences, including sensory and/or emotional stimuli, may trigger "fight, flight, or freeze" responses in some children where they become aggressive toward themselves or others, bolt from the classroom/school or become disassociated.

"During the 2015 legislative session of the Connecticut General Assembly, Public Act 15-232 was passed, with the requirement that local and regional boards of education shall provide in-service training that includes 'trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs.'

Trauma is generally the result of an emotional experience that overwhelms an individual's ability to interpret, provide context for, and assimilate the experience within normal understanding. Typically associated with a sense of powerlessness, acute or complex trauma can leave permanent effects on how the brain functions, potentially resulting in long-term dysregulation of chemicals within the brain. The results of trauma may be observed in school through the resulting dysregulated behavior. With meaningful and appropriate structures in place, schools can begin to address the impact of trauma interfering with student learning and success…A trauma-informed approach and related practices adhere to six principles that include: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice, and relevance to cultural, historical, and gender issues." (CSDE, Commissioner's Back-to-School Meeting, 2017)

Key Questions:

- **What can my school community do to avoid re-traumatizing students?**
    * Teachers and staff can create a sense of safety and basic security for students, both within the school and inside the classroom. This may include creating a safe area in the classroom or space somewhere in the building where students feel secure.
    * Form a crisis intervention team of staff members who can be available for emergency situations, including the school social worker, psychologist, or BCBA. Offer yearly PMT (Physical and Psychological Management Training) certification to crisis team members.

- **How can my school be a "trauma sensitive school"?**
    * Discuss with staff the importance of creating a safe and supportive environment for *all* children, but especially for those who have experienced trauma. Discuss schoolwide expectations and post PBIS matrices in common areas relevant to that space, such as library, cafeteria, restrooms, hallways, classrooms, etc. Practice schoolwide strategies such as mindfulness, Responsive Classroom and Restorative Practice instead of traditional consequences for behavior. Collaborate with families and engage them in their child's school experiences.
    * Consider incorporating *Second Step*—a social-emotional learning program for children in prekindergarten through middle school that includes resources and materials for developing trauma-informed schools—into classroom lessons.

For More Information:

- ACEs Too High (Adverse Childhood Experiences)
- Trauma Resources from Commissioner's Back-to-School Meeting, August 15, 2017
- Creating Trauma-Informed School-Based Mental Health Systems
- Physical and Psychological Management Training
- The Impact of Trauma on Children (National Resource Center for Paraeducators)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 4: Culture and Climate Indicator 4.1: Family, Community and Stakeholder Engagement Indicator 4.2: School Culture and Climate		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
4.1 Relation-ship building	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.
4.2 Positive school climate for learning	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.

Understanding, Interpreting, and Using Quantitative Data

*(**Statute:** CT Gen Stat § Section 10-10a)*

Educators encounter quantitative data points about an individual student or a group of students on a weekly, if not daily basis.

At the individual student level, it is often the result from an assessment such as a unit test, final exam, a college readiness exam, or the state summative assessment. This result is generally reported in categorical terms (e.g., the student's performance "exceeds expectations" or in Level 4) and/or in terms of the score itself (e.g., the student scored 2480 on the 4th grade ELA Smarter Balanced assessment). Here are few tips to remember when interpreting a student's assessment result:

1. The score (if available) is a more precise measure of a student's achievement than the categorical determination. Characterizing a student's achievement solely as falling into a particular category/achievement level is often an oversimplification.

2. A test score is an *estimate* of a student's achievement and comes with a certain amount of measurement error. Two students with slightly "different" scores may not *really* be different in terms of their achievement if the measurement error were considered.

3. Be wary of sub-scores. They are often derived from a sub-set of the questions in the test, and are inherently less *reliable* (i.e., greater error) than that of the overall score on the test.

When it comes to aggregate data, educators come across a wide variety of data points that go well beyond test scores. The CSDE's Profile and Performance Report (previously known as the "strategic school profile" and also commonly referred to as a "report card") is one comprehensive report that contains most of the key aggregate metrics of interest to administrators. This and many other reports are available on the CSDE's interactive data portal called EdSight.

These aggregate data points fall into three broad buckets:

- Counts (or frequencies)—for example, the number of female students who were chronically absent;

- Percentages (or proportions)—for example, the percentage of students who are chronically absent (i.e., the chronic absenteeism rate), the graduation rate, or the suspension rate; or

- Summaries (or averages)—for example, the average SAT math score or the median income of teacher salaries.

As with student level data points, aggregate metrics also contain some level of error. So when comparing two averages or percentages, it is important to consider the group sizes. Generally, the larger the group size, the smaller the error of the aggregate measure. Please note that the CSDE does not publish an average or a rate if there are fewer than 20 students in the group.

Key Questions:

- **In addition to thinking about group sizes and measurement error, what else should be considered when interpreting quantitative data?**

  It is important to know the source of the data itself and the quality of that source. If it is a test score, then you may want to know about the content of the test, the number of items, the method used to derive the score/category, the quality of the test, etc. If it is a chronic absenteeism rate, then you may want to know what the definition of attendance is, how the data are collected locally, how the district processes that data for state reporting, etc.

- **How are quantitative data being understood, interpreted, and used in my school?**

  One approach to gaining this insight might be sit in on weekly/monthly data team meetings and/or student intervention teams and listen to how the data are being referenced in decision-making and whether the inferences being made are supported by the data.

- **Academic growth is one of the most important metrics. How can I find out which students are growing and who is not growing?**

  Use the Smarter Balanced Growth report in CSDE's data analytics and visualization platform called *Ed-Sight Secure*. If you do not have access to this platform, ask your superintendent to authorize the LEA Security Manager in your district to create an account *and* role for you and follow the steps for EdSight Secure users outlined on page 2 of the memo to superintendents.

For More Information:

- EdSight—CSDE's **public** data portal
- Understanding the Growth Model Metrics (8-minute video)
- Understanding and Interpreting Smarter Balanced Results (Performance Matters Forum 2017 session)
- Interpretation and Use of Scores and Achievement Levels (PDF)
- Performance Matters Newsletters
- An Introduction to the Performance Index (7-minute video)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain 1: Instructional Leadership Indicator 1.3: Continuous Improvement		
Rubric Attribute(s)	**Description of practice and performance of:**	
	A PROFICIENT leader…	**An EXEMPLARY leader (in addition to Proficient)…**
1.3 Data-driven decision-making	Analyzes varied sources of data* about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide range of data to guide ongoing decision-making to address student and adult learning needs and progress toward school or district mission and goals.
1.3 Solution-focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.

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

Appendix I: General Information about the Department of Education

The CSDE is comprised of several bureaus which house one or more divisions. They include:

- **Academic Office**
    - * Academics
    - * Special Education

- **Office of Student Supports and Organizational Effectiveness**
    - * Adult Education
    - * Health/Nutrition and Family Services
    - * Regional School Choice and Sheff

- **Performance Office**
    - * Assessment

- **Talent Office**
    - * Educator Effectiveness and Professional Learning
    - * Educator Standards and Certification
    - * Leadership Development

- **Turnaround Office**
    - * School Improvement

Academic Office

The CSDE's Academic Office provides guidance and leadership regarding legislated educational mandates to assist Local Education Agencies (LEAs) in preparing students to succeed in college, career, and civic life. The Academic Office supports LEAs and schools in effectively implementing rigorous standards, curriculum, and instruction. The Academic Office engages all stakeholders for the stewardship of human, fiscal, and intellectual resources towards the mission of ensuring equity and excellence for all students.

The Academic Office provides technical assistance, professional learning, and resources to support LEAs and schools with various initiatives including:

- implementation and development of effective instruction aligned to Connecticut's rigorous academic standards and frameworks;
- building LEA internal capacity and structures pertaining to early literacy and numeracy success for all students;
- supporting expansion of access to Humanities and STEM programming for all students; and
- Career and Technical Education grant programs.

Office of Student Supports and Organizational Effectiveness

Adult Education

Connecticut towns are required to provide mandated adult education programs for their residents, free of charge. Over 20,000 adult learners are served in over 300 program sites each year. Mandated programs include: Elementary School Completion/Adult Basic Education; Secondary School Completion through the Adult High School Credit Diploma program, the National External Diploma Program, of the General Education Development (GED) Exam; Americanization/Citizenship; and English as a Second Language. Many adult education providers also receive federal grants allowing them to offer programs related to Workforce Development, Transition to Postsecondary Education, and Integrated English Literacy and Civics. Many providers also offer a variety of continuing education programs. Refer to the Adult Education website to find more information on Adult Education Programs and Services.

Bureau of Health/Nutrition, Family Services and Adult Education

The Bureau of Health/Nutrition, Family Services and Adult Education supports comprehensive student health, growth and success in many areas including: social, emotional, and behavioral health; reducing exclusionary discipline and encouraging restorative practices; diversion from arrest and the juvenile justice system; preventing and addressing chronic absenteeism and truancy; ensuring supports for homeless youth and pregnant and parenting teens; facilitating school family engagement and community partnerships; ensuring quality after-school programs; supporting physical health and wellness; and ensuring high-quality, nutritious school and summer meals and snacks.

This work supports students by removing non-academic barriers to achieving success, allowing students to concentrate on learning and move beyond their K–12 experiences into higher education and becoming successful, contributing community members. Students must be in school, ready to learn, engaged in active learning and supported physically, emotionally, behaviorally, socially and academically. When these conditions exist, research clearly demonstrates that rates of chronic absenteeism decline, exclusionary discipline diminishes, academic success occurs, and graduation rates improve.

For More Information:

- Bureau of Health/Nutrition, Family Services and Adult Education
- Physical and Sexual Health, Health Education and School Nursing
- Family and Community Engagement, Student Supports, Behavioral Health, School Discipline, Chronic Absence and After-school Programs
- Child Nutrition and Meal Programs, Summer Food Service Program, Child and Adult Care Food Program and Nutrition Education

Connecticut Public School Choice Programs

The term "school choice" means parents have an additional opportunity to choose the schools their child will attend for an elementary and secondary education. Traditionally children are assigned to a public school according to where they live and a child's school is assigned by the district. Based on both state and federal laws, Connecticut public school choice programs are an opportunity to raise student achievement and to "reduce racial, ethnic and economic isolation" as described in the 1997 Enhancing Education Choices and Opportunities Act (Public Act 97-290).

The Connecticut State Department of Education (CSDE) supports five choice opportunities: Interdistrict Magnet Schools, the Open Choice program, Charter Schools, the Connecticut Technical Education and Career System, and Regional Agricultural Science and Technology Education Centers. The CSDE Sheff Office oversees the implementation of the remedies to the Sheff v. O'Neill desegregation case as well as the Regional

School Choice Office which oversees the magnet schools and the Open Choice program in the greater Hartford region. The Bureau of Choice programs provides support to magnet schools outside the Hartford region. The Connecticut School Choice home page provides descriptions and additional information.

For More Information:

- Elementary School Completion/Adult Basic Education; Secondary School Completion
- General Education Development (GED) Exam
- Adult Education website
- Adult Education Programs and Services
- 1997 Enhancing Education Choices and Opportunities Act
- Interdistrict Magnet Schools

Performance Office

The mission of the Performance Office is to improve student outcomes through the use of data.

Goals/Initiatives:

1. **Data Collection:** Collect accurate data in a highly efficient, secure, and timely manner
2. **Student Assessments:** Implement high quality assessments that are aligned to standards, inclusive, efficient, reliable, and enable valid interpretations of achievement and growth
3. **EdSight—Data Integration/Reporting:** Aggregate data and deliver accurate information in a secure, timely and transparent manner
4. **Research and Analyses** (available on EdSight): Analyze and report data trends and insights to support informed decision-making and action by schools, districts, the Agency and other stakeholders
5. **Accountability**: Develop performance models and metrics, establish targets and publish reports that enable a suite of differentiated supports and interventions for schools and districts

Talent Office

The mission of the CSDE Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools state-wide so that the most effective educators are in every school and classroom and all students are prepared for college, career and life.

We know that as an administrator, you play a crucial role in the life of every child who enters your school. Students in many schools across the state achieve at levels equal to the highest achieving nations in the world. Yet, we have many students who are falling further and further behind leading to one of the highest achievement gaps in the country.

In order for students to do their best, administrators need the resources and support to enable their best. The CSDE Talent Office is committed to developing effective leaders and teachers through high-quality, job-embedded professional learning and ongoing support of continuous improvement for all educators. **The Talent Office addresses the full continuum of talent management and human capital development strategies, including:**

- Educator Preparation
- Certification
- Teacher Education and Mentoring (TEAM)
- Educator Evaluation and Support
- Minority Teacher Recruitment
- Professional Learning
- Retention and Career Development
- Leadership Development, including LEAD Connecticut

Turnaround Office

Vision: Our vision is that underperforming districts and schools achieve equity and excellence for all students.

Mission: The Turnaround Office believes that if you provide support and technical assistance aligned to the CSDE Turnaround Framework, then districts and schools will create systems to improve student outcomes.

Talent: Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

Academics: Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

Culture and Climate: Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

Operations: Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.
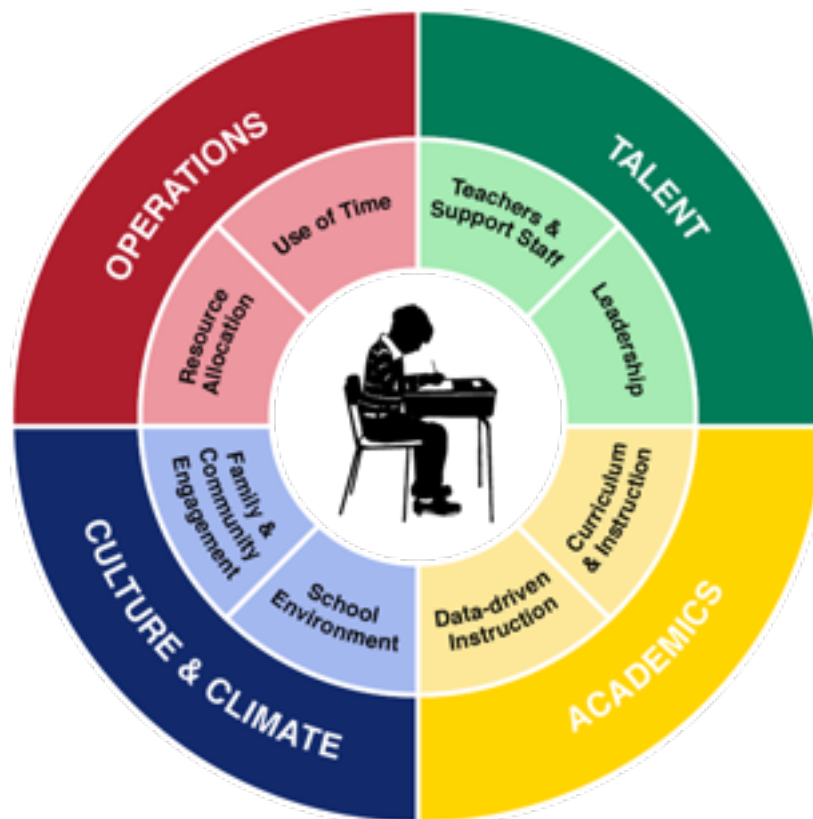
Conclusion

The topics presented in this guide are not intended to be an all-encompassing, A–Z directory of what new administrators should know in order to be school ready on day one. There are certainly many more topics that administrators might wish to familiarize themselves with, including budget and grant writing, progressive support and discipline for adults, and other district-specific topics. A template including space for an overview of the topic as well as a blank leadership rubric has been provided. Schools and/or districts may wish to add their own policies and procedures for purposes of administrative preparation.

Appendix II: Theme/Topic Template

(***Statute***: *CT General Statute § where applicable*)

Description/Narrative/Brief Introduction to the Theme/Topic:

Things to Know/Key Questions:

- Most immediate, relevant information a new administrator needs to know or do
- …
- …
- …

For More Information:

- URL/hyperlinks relevant to the topic
- Additional resource links
- …
- …

[Microsoft Word version of Theme/Topic template](#)

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC		
Domain #: Indicator #:		
	Description of practice and performance of:	
Rubric Attribute(s)	**A PROFICIENT leader…**	**An EXEMPLARY leader (in addition to Proficient)…**

Microsoft Word version of Theme/Topic template