Recommendations Regarding PERMISSIVE PILOT for Educator Evaluation for Administrators in Central Office Positions

Guide to the Application of the Common Core of Leading (CCL): Connecticut School Leadership Standards in the Observation of Practice of Central Office and Other District Administrators

Observation of Administrator Practice Component (40%)

Observation of practice is regarded as an important component in the evaluation of all administrators, including those who serve in roles other than principal or assistant principal. While the Connecticut Guidelines for Educator Evaluation and the state model, Connecticut's System for Educator Evaluation and Development (SEED), establish procedures for the observation of practice of administrators, the model clearly bases its language and intent on those in the principal/assistant principal roles. Therefore, adaptations are both appropriate and desirable for other certificated administrators.

While the Common Core of Leading (CCL): Connecticut School Leadership Standards continues to serve as the foundation for the observation of leadership practice, guides to the observation of practice component (40%) recognize and address, however, the shifting emphasis of duties and responsibilities that occurs in roles beyond the principal and assistant principal.

This is a draft document. The results of implementation during the Permissive Pilot in 2014–15 will be reviewed by the Performance Evaluation Advisory Council (PEAC).

The proposed adaptations reflect the following :

Weightings of the six Performance Expectations for each of six central office administrator roles;

AND

Language adaptations that enable indicator evidence to be linked to the Performance Expectations and Elements of Connecticut's Leader Evaluation Rubric.

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Proposed Weightings of Performance Expectations of Connecticut's Leader Evaluation Rubric for Central Office Administrators

Some administrator roles include instructional responsibilities that are similar in nature to those of principals and assistant principals. Other administrator roles have responsibilities that are deeply rooted in organizational or operational duties and responsibilities. Therefore, the guidelines for weightings of performance expectations for different positions may need to vary.

The following chart outlines proposed weightings for six central office roles:

ROLE	WEIGHTING
Special Education Leaders Curriculum Leaders Adult Education Leaders	50% Teaching & Learning 50% Balance of Other Expectations (Equally Weighted)
Personnel Leaders Athletic Leaders	All Expectations Evenly Weighted
Business & Operations Leaders	50% Organizational Systems and Safety 50% Balance of Other Expectations (Equally Weighted)

Proposed Language Adaptations for the Performance Expectations and Indicators

While the CCL: Connecticut School Leadership Standards continues to serve as the foundation for the observation of leadership practice, this **guide** to the application of the standards has been prepared for six central office administrator roles so that the standards can be illuminated in role specific practice. As such, this guide includes some language adaptations of the *Performance Expectations and Indicators of Connecticut's Leader Evaluation Rubric.* Please note: *The Common Core of Leading: Connecticut School Leadership Standards* have not changed. In cases where districts may combine multiple roles into one position, or in cases where roles have been subdivided into other configurations, it may be necessary to draw and combine from several role categories.

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Performance Expectation #1: Vision-Mission-Goals

FOR SPECIAL EDUCATION LEADERS

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

- Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.
- Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.
- Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicators of Performance

- Participates in the alignment of the vision, mission and goals to district, state and federal policies.
- Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.
- Contributes to the development of shared understandings and commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.
- Supports the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for students with disabilities.
- Uses data systems and other sources of information (standardized and non-standardized measures) to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
- Uses data, research and best practices to shape programs and activities and regularly assess their effectiveness.
- Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
- Identifies and addresses barriers to achieving the vision, mission and goals.
- Seeks and aligns resources to achieve the vision, mission and goals.

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Performance Expectation #2: Teaching and Learning
FOR SPECIAL EDUCATION LEADERS

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

- Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies
- Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.
- Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators of Performance

- Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.
- Supports, implements and evaluates professional development to broaden faculty teaching skills to meet the needs of all students
- Seeks opportunities for personal and professional growth through continuous inquiry.
- Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
- Provides support, time and resources and professional development opportunities to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.
- Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.
- Develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs in the development and implementation of Individualized Education Programs (IEPs).
- Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.
- Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.
- Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.
- Provides faculty and students with access to instructional resources training and technical support to extend learning beyond the classroom walls.
- Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.
- Uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.
- Implements district and state processes to conduct staff evaluations to strengthen teaching and learning and school improvement.
- Interprets data and communicates progress toward the vision, mission and goals for faculty and other stakeholders.

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Performance Expectation #3: Organization and Safety
FOR SPECIAL EDUCATION LEADERS

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

- Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.
- Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators of Performance

- Develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.
- Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.
- Involves families in developing, implementing and monitoring guidelines and norms for accountable behavior to ensure student learning.
- Uses problem-solving skills and knowledge of operational/programmatic planning to continuously evaluate and revise processes to improve the educational system.
- Participates in the development and maintenance of a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
- Facilitates the ongoing development of communication and 21st Century data systems that assure the accurate and timely exchange of information to inform practice.
- Oversees acquisition, maintenance and security of equipment (Assistive Technology and Adaptive Devices) and technologies that support the teaching and learning environment.
- Participates in the development and operates a budget (including IDEA) within fiscal guidelines that aligns resources of school, district, state and federal regulations.
- Seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.
- Supports and implements practices to recruit, support and retain highly qualified staff.
- Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

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Performance Expectation #4: Families and Stakeholders

FOR SPECIAL EDUCATION LEADERS

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

- Leaders ensure the success of all students by collaborating with families and other stakeholders.
- Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.
- Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators of Performance

- Coordinates the resources of schools, family members and the community to improve student achievement.
- Engages all families in decision-making to support their children's education.
- Uses a variety of strategies to engage in communication with staff and families and community members.
- Demonstrates the ability to understand, communicate with and interact effectively with people.
- Uses assessment strategies and research methods to understand and address the diverse needs of students and community conditions and dynamics.
- Supports the diversity of the community as an asset to strengthen education.
- Collaborates with community programs serving students with diverse needs.
- Involves all stakeholders including those with competing or conflicting educational perspectives.
- Collaborates with community agencies for health, social and other services (including mental health providers) that provide essential resources and services to children and families.
- Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
- Applies resources and funds to support the educational needs of all children and families.

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Performance Expectation #5: Ethics and Integrity
FOR SPECIAL EDUCATION LEADERS

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

- Leaders demonstrate ethical and legal behavior
- Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.
- Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators of Performance

- Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
- Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.
- Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.
- Protects the rights of students, families and staff and maintains confidentiality.
- Demonstrates respect for the inherent dignity and worth of each individual.
- Models respect for diversity and equitable practices for all stakeholders.
- Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
- Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.
- Models, reflects on and builds capacity for lifelong learning through an increased understanding of research to best practices.
- Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
- Allocates resources equitably to sustain a high level of organizational performance
- Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
- Inspires and instill trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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Performance Expectation #6: The Educational System
FOR SPECIAL EDUCATION LEADERS

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

- Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.
- Leaders uphold and contribute to policies and political support for excellence and equity in education.
- Leaders engage policymakers to inform and improve education policy.

Indicators of Performance

- Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.
- Develops and maintains relationships with a range of stakeholders and policy makers to identify, understand, respond to, and influence issues that affect education.
- Advocates for equity access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.
- Collects, analyzes, evaluates and accurately communicates data about educational performance in a timely way.
- Communicates effectively with decision makers and the community to improve public understanding of federal, state and local laws, policies and regulations.
- Upholds federal, state, and local laws and influences policies and regulations in support of education.
- Supports the advocacy of public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
- Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.
- Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning policies and programs.

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Performance Expectation #1: Vision-Mission-Goals

FOR CURRICULUM LEADERS

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

- Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.
- Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.
- Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicators of Performance

- Participates in the alignment of the vision, mission and goals of the school/district to district, state and federal policies.
- Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.
- Contributes to the development of shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.
- Promotes the advocacy of the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.
- Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
- Uses data, research and best practices to shape programs and activities and regularly assess their effectiveness.
- Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs surrounding teaching and learning.
- Collaborates with others to identify and address barriers to achieving the vision, mission and goals.
- Seeks and aligns resources to achieve the vision, mission and goals in order to improve instructional programs across the district.

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Performance Expectation #2: Teaching and Learning
FOR CURRICULUM LEADERS

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

- Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies
- Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.
- Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators of Performance

- Works with others to develop shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.
- Supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students.
- Seeks opportunities for personal and professional growth through continuous inquiry.
- Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
- Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.
- Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.
- Develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.
- Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.
- Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.
- Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.
- Provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.
- Supports administrators and faculty to assist students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.
- Uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.
- Implements district and state processes to conduct staff evaluations to strengthen teaching and learning and school improvement.
- Interprets data and communicates progress toward the vision, mission and goals for faculty and other stakeholders.

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Performance Expectation #3: Organization and Safety
FOR CURRICULUM LEADERS

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

- Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.
- Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators of Performance

- Participates in the development of a comprehensive safety and security plan in collaboration with district, community and public safety responders.
- Advocates for and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.
- Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the systems surrounding teaching and learning.
- Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.
- Coordinates with others related to the acquisition of equipment and technologies that support the teaching and learning environment.
- Develops and manages components of a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations to support teaching and learning.
- Seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.
- Supports practices to recruit, support and retain highly qualified staff.
- Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

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Performance Expectation #4: Families and Stakeholders

FOR CURRICULUM LEADERS

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

- Leaders ensure the success of all students by collaborating with families and other stakeholders.
- Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.
- Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators of Performance

- Supports the coordination of resources of schools and the community to improve student achievement.
- Uses a variety of strategies to engage in open communication with staff and families and community members.
- Demonstrates the ability to understand, communicate with and interact effectively with people.
- Uses assessment strategies and research methods to understand and address the diverse needs of students and community conditions and dynamics.
- Involves all stakeholders including those with competing or conflicting educational perspectives.
- Applies resources and funds to support the educational needs of all children and families.

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Performance Expectation #5: Ethics and Integrity
FOR CURRICULUM LEADERS

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

- Leaders demonstrate ethical and legal behavior
- Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.
- Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators of Performance

- Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
- Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.
- Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.
- Protects the rights of students, families and staff and maintains confidentiality.
- Demonstrates respect for the inherent dignity and worth of each individual.
- Models respect for diversity and equitable practices for all stakeholders as it aligns with educational programming for students.
- Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
- Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.
- Models, reflects on and builds capacity for lifelong learning through an increased understanding of research to best practices around teaching and learning.
- Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
- Allocates resources equitably to sustain a high level of educational performance.
- Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
- Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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Performance Expectation #6: The Educational System
FOR CURRICULUM LEADERS

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

- Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.
- Leaders uphold and contribute to policies and political support for excellence and equity in education.
- Leaders engage policymakers to inform and improve education policy.

Indicators of Performance

- Assists in promoting public discussion within the school community about federal, state and local laws, policies and regulations affecting education.
- Develops and maintains relationships with a range of stakeholders and policy makers to identify, understand, respond to, and influence issues that affect education.
- Collects, analyzes, evaluates and accurately communicates data about educational performance in a timely way.
- Communicates effectively with decision makers and the community to improve public understanding of federal, state and local laws, policies and regulations.
- Upholds federal, state, and local laws and influences local policies and regulations in support of education.
- Advocates for policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.
- Supports collaboration with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning policies and programs.

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Performance Expectation #1: Vision-Mission-Goal

FOR PERSONNEL LEADERS

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

- Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.
- Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.
- Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicators of Performance

- Participates in the development of the vision, mission, and goals of the district and its schools.
- Demonstrates understanding and commitment to the vision, mission and goals for each school and the district.
- Ensures that staff in the personnel office develops shared understandings and commitments to the vision, mission and goals of the district and schools.
- Aligns personnel policies, procedures and practices with the vision and mission.
- Advocates for the vision, mission and goals of the district and schools by referencing them in personnel publications and documents.
- Collaborates with stakeholders to ensure hiring processes and practices support the mission, vision and goals of the schools and district.
- Collaborates with stakeholders to negotiate contracts that positively influence the mission, vision and goals of the district and schools.

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Performance Expectation #2: Teaching and Learning
FOR CURRICULUM LEADERS

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

- Leaders develop a strong professional culture.
- Leaders understand the importance of teaching and learning.
- Leaders use standards, growth experiences and accountability systems to ensure that the quality of educators is high.

Indicators of Performance

- Puts high priority on expediting matters that relate to teaching and learning.
- Serves as a resource to administrators in resolving teaching and learning issues related to personnel.
- Promotes new teacher growth through quality induction processes.
- Contributes to retention of high quality educators.
- Provides appropriate interventions in personnel matters that impact teaching and learning.
- Provides capacity building experiences for leadership development among all staff and faculty.
- Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
- Implements district and state processes to conduct staff evaluations to strengthen teaching and learning and school improvement.

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Performance Expectation #3: Organization and Safety
FOR CURRICULUM LEADERS

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

- Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of faculty and staff.
- Leaders distribute responsibilities and supervise management structures and practices to support teaching and learning.
- Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators of Performance

- Ensures that employee safety is a high priority and in full compliance with OSHA and other state and federal requirements.
- Facilitates the development of communication and data systems that assure accurate and timely exchanges of information related to personnel.
- Facilitates the identification, acquisition, and implementation of technology systems that facilitate personnel processes.
- Implements effective recruitment, application management, and selection processes that are in full compliance with state and federal law as well as with local policies and contracts.
- Ensures that certification, background checks and other safeguards are addressed in hiring and retaining faculty and staff.
- Ensures that all schools and departments implement the district's evaluation processes.
- Supports and promotes the retention of high quality staff.
- Ensures that job descriptions are revised and aligned with current needs of the schools and districts.
- Organizes staffing resources to maximize efficiency and effectiveness of service.
- Ensures that benefit and other employee information needs are addressed.
- Ensures that employee rights under contracts and the law are upheld.
- Facilitates employee recognition systems.

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Performance Expectation #4: Families and Stakeholders

FOR CURRICULUM LEADERS

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

- Leaders ensure the success of all students by collaborating with families and other stakeholders.
- Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.
- Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators of Performance

- Understands, communicates and interacts effectively with people.
- Understands and addresses the diverse needs of the schools and community.
- Develops mutually beneficial relationships with community organizations and agencies to share school and community resources and services.
- Engages school and community stakeholders in selection processes for key administrative and management positions as appropriate.
- Seeks diversity in staff selections.
- Prioritizes resources and funds to support the educational needs of children and families.

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Performance Expectation #5: Ethics and Integrity
FOR CURRICULUM LEADERS

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

- Leaders demonstrate ethical and legal behavior
- Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.
- Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators of Performance

- Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
- Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.
- Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.
- Protects the rights of students, families and staff and maintains confidentiality.
- Demonstrates respect for the inherent dignity and worth of each individual.
- Models respect for diversity and equitable practices for all stakeholders.
- Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
- Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.
- Models, reflects on and builds capacity for lifelong learning through an increased understanding of research to best practices.
- Supports on-going professional learning and collaborative opportunities designed to build capacity of individuals and the organization.
- Allocates resources equitably to sustain a high level of organizational performance
- Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
- Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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Performance Expectation #6: The Educational System
FOR CURRICULUM LEADERS

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

- Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.
- Leaders uphold and contribute to policies and political support for excellence and equity in education.
- Leaders engage policymakers to inform and improve education policy.

Indicators of Performance

- Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.
- Develops and maintains relationships with a range of stakeholders and policy makers to identify, understand, respond to, and influence issues that affect education.
- Advocates for equity access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.
- Collects, analyzes, evaluates and accurately communicates data about personnel in a timely way.
- Communicates effectively with decision makers and the community to improve public understanding of federal, state and local laws, policies and regulations.
- Upholds federal, state, and local laws and influences policies and regulations in support of education.
- Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
- Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.
- Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning policies and programs.

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Performance Expectation #1: Vision-Mission-Goals

FOR BUSINESS AND OPERATIONS LEADERS

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

- Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.
- Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.
- Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicators of Performance

- Participates in committees that develop vision, mission, and goals or provides input through established channels.
- Demonstrates understanding and commitment to the vision, mission and goals for each school and the district.
- Ensures that staff in the business and operations offices develops shared understandings and commitments to the vision, mission and goals of the district and schools.
- Aligns business and operations policies, procedures and practices with the vision and mission.
- Advocates for the vision, mission and goals of the district and schools by featuring and/or referencing them in budget and operations documents and presentations.
- Collaborates with stakeholders in planning and managing budgets so that goals are achieved and the mission and vision are supported.
- Collaborates with stakeholders in planning and managing operations so that goals are achieved and the mission and vision are supported.

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Performance Expectation #2: Teaching and Learning

FOR BUSINESS AND OPERATIONS LEADERS

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

- Leaders develop a strong professional culture.
- Leaders understand the importance of teaching and learning.
- Leaders use standards, growth experiences and accountability systems to ensure that resources are managed for the benefit of teaching and learning

Indicators of Performance

- Puts high priority on expediting needs and requests that relate to teaching and learning.
- Serves as a resource to administrators in resolving teaching and learning issues related to business/ operations.

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Performance Expectation #3: Organization and Safety

FOR BUSINESS AND OPERATIONS LEADERS

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

- Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.
- Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators of Performance

- Facilitates (or participates in) the development and evaluation of district-wide safety plans, including transportation, in conjunction with school , district and public safety responders.
- Supports schools in implementing and evaluating safety plans.
- Ensures that physical plants and school transportation vehicles are in compliance with federal, state and local safety requirements.
- Facilitates the development of communication and data systems that assure accurate and timely exchanges of information related to business or operations.
- Oversees acquisition of equipment, technologies and supplies necessary for business or operations.
- Develops and operates a budget within requirements of federal, state, and local guidelines.
- Ensures that all schools and departments manage budgets within guidelines and requirements.
- Ensures that procurement and inventories are managed according to defined standards.
- Recruits, supports and retains high quality staff.
- Conducts staff evaluation processes in alignment with defined procedures.
- Organizes staffing resources to maximize efficiency and effectiveness of service.

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Performance Expectation #4: Families and Stakeholders

FOR BUSINESS AND OPERATIONS LEADERS

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

- Leaders ensure the success of all students by collaborating with families and other stakeholders.
- Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.
- Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators of Performance

- Understands, communicates and interacts effectively with people.
- Understands and addresses the diverse needs of the schools and community.
- Develops mutually beneficial relationships with community organizations and agencies to share school and community resources and services.
- Engages school and community stakeholders in planning and decision making including those with competing or conflicting educational perspectives.
- Prioritizes resources and funds to support the educational needs of children and families.

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Performance Expectation #5: Ethics and Integrity

FOR BUSINESS AND OPERATIONS LEADERS

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

- Leaders demonstrate ethical and legal behavior
- Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.
- Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators of Performance

- Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
- Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.
- Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.
- Protects the rights of students, families and staff and maintains confidentiality.
- Demonstrates respect for the inherent dignity and worth of each individual.
- Models respect for diversity and equitable practices for all stakeholders.
- Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
- Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.
- Models, reflects on and builds capacity for lifelong learning through an increased understanding of research to best practices.
- Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
- Allocates resources equitably to sustain a high level of organizational performance.
- Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
- Inspires and instill trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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Performance Expectation #6: The Educational System

FOR BUSINESS AND OPERATIONS LEADERS

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

- Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.
- Leaders uphold and contribute to policies and political support for excellence and equity in education.
- Leaders engage policymakers to inform and improve education policy.

Indicators of Performance

- Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.
- Develops and maintains relationships with a range of stakeholders and policy makers to identify, understand, respond to, and influence issues that affect education.
- Advocates for equity access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.
- Collects, analyzes, evaluates and accurately communicates data about business and operations in a timely way.
- Communicates effectively with decision makers and the community to improve public understanding of federal, state and local laws, policies and regulations.
- Upholds federal, state, and local laws and influences policies and regulations in support of education.
- Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
- Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.
- Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning policies and programs.

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Performance Expectation #1: Vision-Mission-Goals

FOR ATHLETIC LEADERS

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

- Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.
- Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.
- Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicators of Performance

- Demonstrates understanding and commitment to the vision, mission and goals for each school and the district.
- Develops shared understandings and commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.
- Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective athletic opportunities for students.
- Uses data systems and other sources of information to identify strengths and needs of student athletes, gaps between current outcomes and goals and areas for improvement.
- Uses data, research and best practices to shape programs and activities and regularly asses their effects.
- Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
- Identifies and addresses barriers to achieving the vision, mission and goals.
- Seeks and aligns resources to achieve the vision, mission and goals.

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Performance Expectation #2: Teaching and Learning
FOR ATHLETIC LEADERS

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

- Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies
- Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.
- Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators of Performance

- Seeks opportunities for personal and professional growth through continuous inquiry.
- Supports and evaluates professional development to broaden and improve coaching practices.
- Fosters respect for diverse ideas and inspires others to collaborate to improve coaching and performance.
- Provides timely, accurate, specific, and ongoing feedback to improve coaching and performance.
- Provides coaches and student athletes with access to resources, training and technical support to extend growth and development.
- Promotes high standards of academic success among student athletes.
- Implements district processes to conduct coaching evaluations to strengthen athlete and program development.
- Interprets data and communicates progress toward program goals.

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Performance Expectation #3: Organization and Safety
FOR ATHLETIC LEADERS

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

- Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.
- Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators of Performance

- Develops, implements and evaluates athletic safety and security plans for all training, practices and contests.
- Advocates for, creates and supports collaboration that fosters a positive athletic program climate which promotes the well being of the school community.
- Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes that support athletic program operations (scheduling, transportation, etc.).
- Ensures that athletic equipment and facilities are available, maintained and secured in compliance with local, state and federation standards.
- Facilitates the development of communication and data systems that assure the accurate and timely exchange of information.
- Develops and operates a budget within fiscal guidelines.
- Implements practices to recruit, support and retain highly qualified staff.
- Conducts staff evaluation processes in alignment with defined procedures.
- Upholds district and CIAC policies and regulations in support of athletic programs.

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Performance Expectation #4: Families and Stakeholders

FOR ATHLETIC LEADERS

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

- Leaders ensure the success of all students by collaborating with families and other stakeholders.
- Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.
- Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators of Performance

- Works to coordinate the resources of the district and the community to improve athletic opportunities for students.
- Welcomes and engages families and community members in contributing to the development and success of athletic programs.
- Demonstrates the ability to understand, communicate with and interact effectively with people.
- Understands and communicates eligibility requirements and essential program elements to all stakeholders.
- Collaborates with community programs serving students with diverse needs.
- Involves all stakeholders including those with competing or conflicting educational perspectives.
- Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.
- Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
- Applies resources and funds to support the athletic needs of children and families.

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Performance Expectation #5: Ethics and Integrity
FOR ATHLETIC LEADERS

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

- Leaders demonstrate ethical and legal behavior
- Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.
- Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators of Performance

- Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
- Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.
- Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.
- Protects the rights of athletes, families and staff and maintains confidentiality.
- Demonstrates respect for the inherent dignity and worth of each individual.
- Models respect for diversity and equitable practices for all stakeholders.
- Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective program opportunities.
- Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive educational environment.
- Supports on-going professional learning and collaborative opportunities designed to strengthen athletic programs.
- Allocates resources equitably to sustain a high level of organizational performance.
- Promotes positive sportsmanship and school spirit.
- Communicates expectations for good spectator conduct.
- Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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Performance Expectation #6: The Educational System
FOR ATHLETIC LEADERS

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

- Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.
- Leaders uphold and contribute to policies and political support for excellence and equity in education.
- Leaders engage policymakers to inform and improve education policy.

Indicators of Performance

- Develops and maintains relationships with a range of stakeholders and policy makers to identify, understand, respond to, and influence issues that affect athletic and other educational programming.
- Collects, analyzes, evaluates and accurately communicates data about athletic programs in a timely way.
- Communicates effectively with decision makers and the community to improve understanding of CIAC and NCAA policies and regulations.
- Advocates for public policies and procedures that ensure appropriate, adequate and equitable resources to sustain quality programming.

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Performance Expectation #1: Vision-Mission-Goals

FOR ADULT EDUCATION LEADERS

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

- Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.
- Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.
- Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicators of Performance

- Participates in the alignment of the vision, mission and goals of the adult education program to district, state and federal policies.
- Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.
- Contributes to the development of shared understandings, commitments and responsibilities with the adult education program community and other stakeholders.
- Publicly advocates the vision, mission and goals so that the community understands and supports equitable and effective learning opportunities for all adult education students.
- Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.
- Uses data, research and best practices to shape programs and activities and regularly assess their effectiveness.
- Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
- Identifies and addresses barriers to achieving the vision, mission and goals.
- Seeks and aligns resources to achieve the vision, mission and goals.

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Performance Expectation #2: Teaching and Learning
FOR ADULT EDUCATION LEADERS

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

- Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies
- Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.
- Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators of Performance

- Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.
- Supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students.
- Seeks opportunities for personal and professional growth through continuous inquiry.
- Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
- Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.
- Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.
- Develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.
- Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.
- Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.
- Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.
- Provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.
- Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.
- Uses standardized assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.
- Implements program and state processes to conduct staff evaluations to strengthen teaching and learning and program improvement.
- Interprets data and communicates progress toward the vision, mission and goals for faculty and other stakeholders.

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Performance Expectation #3: Organization and Safety
FOR ADULT EDUCATION LEADERS

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

- Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.
- Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.
- Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators of Performance

- Implements safety and security plans in collaboration with district, community and public safety responders.
- Advocates for, creates and supports collaboration that fosters a positive program climate.
- Involves students in developing, implementing and monitoring guidelines and program norms for accountable behavior.
- Uses problem-solving and planning skills to continuously evaluate and revise program operations.
- Ensures a safe physical environment for the adult education program.
- Facilitates the development of communication and data systems that assure the accurate and timely exchange of information.
- Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.
- Develops and operates a budget within fiscal guidelines.
- Seeks, secures and aligns resources to achieve vision, mission and goals.
- Implements practices to recruit, support and retain highly qualified staff.
- Conducts staff evaluation processes to improve and support teaching and learning.

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Performance Expectation #4: Families and Stakeholders
FOR ADULT EDUCATION LEADERS

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

- Leaders ensure the success of all students by collaborating with families and other stakeholders.
- Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.
- Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators of Performance

- Coordinates the resources of the program and the community to improve student achievement.
- Welcomes and engages students in decision-making to support their education.
- Uses a variety of strategies to engage in open communication with staff, students and community members.
- Demonstrates the ability to understand, communicate with and interact effectively with people.
- Uses assessment strategies and research methods to understand and address the diverse needs of students, community conditions and dynamics.
- Capitalizes on the diversity of the community as an asset to strengthen education.
- Collaborates with community programs serving students with diverse needs.
- Involves all stakeholders including those with competing or conflicting educational perspectives.
- Collaborates with community agencies for health, social and other services that provide essential resources and services to students.
- Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
- Applies resources and funds to support the educational needs of students.

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Performance Expectation #5: Ethics and Integrity
FOR ADULT EDUCATION LEADERS

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

- Leaders demonstrate ethical and legal behavior
- Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.
- Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators of Performance

- Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.
- Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards.
- Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.
- Protects the rights of students and staff and maintains confidentiality.
- Demonstrates respect for the inherent dignity and worth of each individual.
- Models respect for diversity and equitable practices for all stakeholders.
- Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
- Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.
- Models, reflects on and builds capacity for lifelong learning through an increased understanding of research to best practices.
- Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
- Allocates resources equitably to sustain a high level of organizational performance.
- Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
- Inspires and instill trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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Performance Expectation #6: The Educational System
FOR ADULT EDUCATION LEADERS

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

- Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.
- Leaders uphold and contribute to policies and political support for excellence and equity in education.
- Leaders engage policymakers to inform and improve education policy.

Indicators of Performance

- Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting adult education.
- Develops and maintains relationships with a range of stakeholders and policy makers to identify, understand, respond to, and influence issues that affect adult education.
- Advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.
- Collects, analyzes, evaluates and accurately communicates data about educational performance in a timely way.
- Communicates effectively with decision makers and the community to improve public understanding of federal, state and local laws, policies and regulations.
- Upholds federal, state, and local laws and influences policies and regulations in support of education.
- Advocates for public policies and administrative procedures that provide for present and future needs of students to improve equity and excellence in education.
- Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.
- Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and program planning policies.

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