Candidate Registration Bulletin/Study Guide

for the

CONNECTICUT ADMINISTRATOR TEST

Revised September 2009
# CONNECTICUT ADMINISTRATOR TEST

Candidate Registration Bulletin/Study Guide

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Connecticut Administrator Test</td>
<td>1</td>
</tr>
<tr>
<td>Connecticut Standards for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>Standards Summary</td>
<td>2</td>
</tr>
<tr>
<td>School Leader Categories</td>
<td>3</td>
</tr>
<tr>
<td>Categories Summary</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Development</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Structure and Prompts</td>
<td>4</td>
</tr>
<tr>
<td>Instructional Analysis and Teacher Support Module</td>
<td>4</td>
</tr>
<tr>
<td>School Improvement Case Study Module</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Time</td>
<td>6</td>
</tr>
<tr>
<td>Assessment Scoring</td>
<td>7</td>
</tr>
<tr>
<td>How Your Responses Will be Evaluated</td>
<td>7</td>
</tr>
<tr>
<td>Passing Standards for the CAT</td>
<td>7</td>
</tr>
<tr>
<td>CAT Passing Scores</td>
<td>7</td>
</tr>
<tr>
<td>CAT Score Reports</td>
<td>7</td>
</tr>
<tr>
<td>Guide to Assessment Preparation</td>
<td>8</td>
</tr>
<tr>
<td>Preparing for the Assessment</td>
<td>8</td>
</tr>
<tr>
<td>Responding to the Assessment Prompts</td>
<td>8</td>
</tr>
<tr>
<td>Sample: Instructional Analysis and Teacher Support Module</td>
<td>10</td>
</tr>
<tr>
<td>Scoring Rubrics for Instructional Analysis Modules</td>
<td>27</td>
</tr>
<tr>
<td>Sample Responses: Instructional Analysis and Teacher Support Module</td>
<td>28</td>
</tr>
<tr>
<td>Sample Response '3' Pass</td>
<td>28</td>
</tr>
<tr>
<td>Sample Response '2' Minimal Pass</td>
<td>32</td>
</tr>
<tr>
<td>Sample Response '1' Conditional</td>
<td>35</td>
</tr>
<tr>
<td>Sample Response '0' Fail</td>
<td>37</td>
</tr>
<tr>
<td>Sample: School Improvement Case Study Module</td>
<td>40</td>
</tr>
<tr>
<td>Scoring Rubrics for School Improvement Case Study Modules</td>
<td>51</td>
</tr>
<tr>
<td>Sample Responses: School Improvement Case Study Module</td>
<td>52</td>
</tr>
<tr>
<td>Sample Response '3' Pass</td>
<td>52</td>
</tr>
<tr>
<td>Sample Response '2' Minimal Pass</td>
<td>56</td>
</tr>
<tr>
<td>Sample Response '1' Conditional</td>
<td>59</td>
</tr>
<tr>
<td>Sample Response '0' Fail</td>
<td>62</td>
</tr>
<tr>
<td>Special Accommodation Provisions</td>
<td>65</td>
</tr>
<tr>
<td>Special Accommodation Request Form</td>
<td>66</td>
</tr>
<tr>
<td>Connecticut Standards for School Leaders</td>
<td>Appendix A</td>
</tr>
<tr>
<td>School Leader Categories</td>
<td>Appendix B</td>
</tr>
<tr>
<td>Certificate Regulation</td>
<td>Appendix C</td>
</tr>
<tr>
<td>Registration Materials included</td>
<td></td>
</tr>
</tbody>
</table>

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Introduction to the Connecticut Administrator Test

The Connecticut Administrator Test (CAT) is being administered in accordance with Connecticut General Statutes Section 10-145f, requiring satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate (see Appendix C). Based upon this requirement, the CAT was developed to provide a fair and carefully validated test for use within Connecticut and is focused on a foundation of the knowledge, skills, dispositions, and performances from the Connecticut Standards for School Leaders. The CAT has been validated for use by candidates seeking their Intermediate Administrator (092) certificate (e.g., assistant superintendent, curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions, as appropriate). Although the CAT requires candidates to respond to situations within the context of a principal or a supervisor, responses are evaluated based on the Connecticut Standards for School Leaders appropriate to all the intermediate level administrators described above.

CONNECTICUT STANDARDS FOR SCHOOL LEADERS

A critical step in strengthening the preparation, licensure and professional development of Connecticut school leaders was the creation of a set of statements identifying what educational leaders should know and be able to do. Development of this set of statements or professional standards was based on two key components. The first, a document entitled Defining Effective Leadership in Connecticut’s Schools, was based primarily on four areas of research—transformational school leadership, leadership and school restructuring, leadership and effects, and “new management” literature. Defining Effective Leadership in Connecticut’s Schools may be downloaded from http://www.csde.state.ct.us/public/der/t-a/teacher_admin_eval/effective_leadership.pdf.

The second key component was translating the research within Defining Effective Leadership in Connecticut’s Schools into a set of standards. In present form, there are twelve standards comprising the following three aspects of effective school leadership:

- **KNOWLEDGE AND SKILLS:** what the school leader needs to be aware of and understand with respect to the standard
- **DISPOSITIONS:** the values, beliefs and attitudes of the school leader which pertain to the standard
- **PERFORMANCES:** what the school leader needs to be able to do or accomplish with respect to the standard
# Standards Summary

<table>
<thead>
<tr>
<th>Standard I: The Educated Person</th>
<th>Standard VII: Student Standards and Assessment</th>
</tr>
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<tbody>
<tr>
<td>The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</td>
<td>The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.</td>
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<thead>
<tr>
<th>Standard II: The Learning Process</th>
<th>Standard VIII: School Improvement</th>
</tr>
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<tbody>
<tr>
<td>The school leader possesses a current, research- and experienced-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning.</td>
<td>The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.</td>
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<tr>
<th>Standard III: The Teaching Process</th>
<th>Standard IX: Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader possesses knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers’ reflection on the impact of their professional beliefs, expectations, and practices on student learning.</td>
<td>The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Standard IV: Diverse Perspectives</th>
<th>Standard X: Integration of Staff Evaluation, Professional Development, and School Improvement</th>
</tr>
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<tbody>
<tr>
<td>The school leader understands the role of education in a pluralistic society, and works with staff, parents, and community to develop programs and instructional strategies that incorporate diverse perspectives.</td>
<td>The school leader works with staff to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development, and school improvement that result in improved teaching and learning for all students.</td>
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<tbody>
<tr>
<td>The school leader actively engages members of the school community to establish goals that encompass the school’s vision of the educated person and develops procedures to monitor the achievement of those goals.</td>
<td>The school leader works with staff to review the school organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity, and learning for all students.</td>
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<tr>
<th>Standard VI: School Culture</th>
<th>Standard XII: School-Community Relations</th>
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</thead>
<tbody>
<tr>
<td>The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.</td>
<td>The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.</td>
</tr>
</tbody>
</table>

For the full text of the Connecticut Standards for School Leaders, see Appendix A.
SCHOOL LEADER CATEGORIES

To complement the standards for use in school leader preparation, professional development programs, and licensure assessments, the 12 standards were synthesized into four major categories.

The four categories describe comprehensive aspects of the knowledge that an effective school leader must possess. Each category represents elements of knowledge and specifies the actions and behaviors through which that knowledge is demonstrated.

Categories Summary

<table>
<thead>
<tr>
<th>Category 1: Knowledge of Learners</th>
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<tbody>
<tr>
<td>School leaders understand how stages of human development, backgrounds, understandings, abilities, attitudes and interests impact learning.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Category 2: Knowledge of Teaching and Learning</th>
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<tbody>
<tr>
<td>School leaders understand teaching and learning processes, curriculum, assessment, professional development and their interrelationships.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Category 3: School Leader Vision, Goals, and School Improvement Practices</th>
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<tbody>
<tr>
<td>The school leader recognizes the importance of developing/moving toward a shared vision for the school and works to create a school improvement plan that meets this vision.</td>
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</table>

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<thead>
<tr>
<th>Category 4: School Leader Role in School Culture and Policy</th>
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<tbody>
<tr>
<td>School leaders help to shape a school’s culture and design policies that are reflective of the school’s beliefs about learners and learning and are understood and valued by members of the community.</td>
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</tbody>
</table>

For the full text of the School Leader Categories, with elements of knowledge and specification of kinds of actions and behaviors through which that knowledge is demonstrated, see Appendix B.

ASSESSMENT DEVELOPMENT

The CAT was developed through a collaborative project between the Connecticut State Department of Education and Educational Testing Service (ETS). ETS, in turn, worked collaboratively with staff from the University of Connecticut and three committees, the Assessment Development Committee, the Administrator Assessment Committee, and the Technical Advisory Committee. These committees were composed of Connecticut school administrators, teachers, and representatives from higher education institutions offering education leadership training programs. Their purpose was to review drafts of assessment and scoring materials and make recommendations on policy issues.
The design of the assessment was guided by work begun in the fall of 1994. At that time, a group of Connecticut principals and superintendents began the work of translating the draft version of the standards into performance-based assessments. The initial development focused on preservice assessment for those seeking their intermediate level administrator certificate. This group developed two types of modules that served as prototypes leading to the present assessment.

The development of the present assessment process was conducted by the Connecticut State Department of Education (CSDE) and Educational Testing Service (ETS), working with a team of developers with considerable experience as school principals. Using the prototype modules, ETS developed specifications for two types of modules, the School Improvement Case Study module and the Instructional Analysis and Teacher Support module. (For a description of each type, see the sample module sections that follow.)

The assessment development process drew on the knowledge and experience of a wide variety of school leaders. Each module was created in draft form by ETS staff and its development team, and then reviewed by the Assessment Development Team, revised and field tested. Multiple field testing sessions of the modules were conducted at the preparation institutions from 1994-1998. Results of these field tests and comments by the field test candidates were used to make further revisions to the assessment modules. Throughout development and review, Connecticut educators with expertise about the knowledge and skills appropriate for a beginning school leader guided the process. Connecticut practitioners continue to update older modules and develop and validate new CAT modules.

ASSessment STRUCTure AND Prompts

The CAT consists of two Instructional Analysis and Teacher Support modules (a total of three and one-half hours in length) and two School Improvement Case Study modules (a total of three hours in length). The CAT administration requires a total of six and one-half hours of testing time. Consequently, we recommend that candidates take no more than two modules in a test administration.

Sample Instructional Analysis and Teacher Support Module (See page 10)

Each of the two Instructional Analysis and Teacher Support modules presents a simulation that places the candidate in the role of a teacher’s supervisor who has been asked by the teacher for help in improving instruction. One module will focus on an elementary school setting and the other will focus on a middle or high school setting. The candidate is asked to read relevant printed materials and view a brief videoclip of a lesson segment, and then respond to four questions.

The module is structured as follows:

- **Questions:** The four questions to which the candidate responds after reading the written materials and watching the videoclip of the lesson segment.

- **Background Information:** A brief presentation of information about the school and the teacher to provide a context for the module.
• **Pre-observation Information:** A brief explanation of the students and the design of the unit from which the lesson is taken, and an overview of the lesson, including objectives, activities, materials and assessments/assignments.

• **Transcript:** A transcript of a lesson segment taught by a Connecticut beginning teacher is provided. A brief videoclip (approximately 7-12 minutes) of the lesson is also provided for contextual information (seating arrangements, learning environment, etc.).

• **Post-observation Information:** The teacher’s reflection on the lesson, and descriptions of two students in the class, with a sample of work related to the lesson from each student.

Each Instructional Analysis and Teacher Support module poses the same set of four questions or prompts:

1. **Providing Appropriate and Effective Instruction**
   Were the lesson objectives meaningful and challenging, and were the teacher’s strategies and materials effective in meeting these objectives? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

2. **Understanding and Teaching All Learners**
   How well does the teacher understand the students as learners? In your response, consider the ways the teacher addresses both the variations among learners and the developmental level of the students. Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

3. **Assessing Learners and Using Assessment Information**
   Did the teacher effectively monitor student progress? Was assessment information effectively used by the teacher to help plan future instruction and to promote student and/or teacher growth? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

4. **Planning for Teacher Support and Professional Development**
   Describe one significant strength and one significant area for continued growth and improvement (as indicated in the written materials and transcript) that you would address in working with the teacher to promote student learning. How would you work with this teacher to promote this growth and monitor its impact on student learning? Be specific.

**Sample School Improvement Case Study Module (see page 40)**

Each of the two School Improvement Case Study modules presents a set of problems or issues. One module will focus on an elementary school setting and the other will focus on a middle or high school setting. In each instance, the candidate acts in the role of a principal new to the school.
Each set of problems or issues is presented through a brief synopsis in a section called the 
scenario. The scenario is followed by a set of documents that elaborate on the problems or issues 
involved in the case. One of the documents is always a Strategic School Profile for the school; 
other documents may be letters, memos, and statistical data regarding demographics, student 
achievement, or other relevant information.

The candidate is asked to respond to three questions or prompts about the situation, and to 
recommend actions in a way that provides evidence of the knowledge and skills specified in the 
school leader standards.

Each School Improvement Case Study module poses the same set of three questions or prompts:

1. **IDENTIFYING SIGNIFICANT ISSUES/PROBLEMS**
   Describe two significant issues/problems that impact teaching and learning 
presented in the scenario, the Strategic School Profile, and the other documents 
considered together. Describe each of the two issues/problems in detail, 
supporting your response with specific references to the Strategic School 
Profile and other documents, and **explain specifically how each issue impacts 
teaching and learning.**

2. **ADDRESSING SIGNIFICANT ISSUES/PROBLEMS**
   Based upon your vision of effective school leadership, what actions would you 
take, whom would you involve, and what additional information would you 
seek in addressing these issues/problems in a way that would have a positive 
impact on student learning? What is your rationale for each action taken?

3. **EVALUATING YOUR ACTIONS**
   How would you evaluate the effectiveness of the actions taken? What 
processes would you use, what people would you involve, and what specific 
criteria would you use to evaluate the effectiveness of these actions?

**Assessment Time**

Actual test time for the full assessment is six and one-half hours, as indicated below. Additional 
time will be allocated for introductions, directions and breaks.

<table>
<thead>
<tr>
<th>MODULE</th>
<th># OF MODULES</th>
<th>MINUTES/ MODULE</th>
<th>TOTAL MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Analysis and Teacher Support</td>
<td>2</td>
<td>105</td>
<td>210</td>
</tr>
<tr>
<td>School Improvement Case Study</td>
<td>2</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td>Total Assessment</td>
<td>4</td>
<td></td>
<td>390 (6.5 hours)</td>
</tr>
</tbody>
</table>
Assessment Scoring

How Your Responses will be Evaluated

Experienced Connecticut school leaders are trained to evaluate all responses using criteria based directly on the School Leader Categories defined by the Connecticut Standards for School Leaders. The Standards are contained in Appendix A, the Categories in Appendix B. Specific information about the aspects of these Categories used to evaluate individual modules are contained in the “Scoring” section following the test questions in each Assessment Book.

For both module types, responses are carefully assessed using a scoring guide that addresses the extent to which the responses are clear, consistent and convincing in their appropriateness, depth, and breadth. Two sample modules—one Instructional Analysis and Teacher Support module and one School Improvement Case Study, are included in this Bulletin with the respective scoring guides and scored sample responses.

Passing Standards for the CAT

NOTE: The State Board of Education periodically reviews and adjusts standards for educator assessments. Candidates are required to meet the passing standards in effect on the date the test is administered. The standards for the CAT listed below are effective for all individuals tested after September 1, 2001.

Each of the CAT modules is independently scored by a trained scorer using a Fail, Conditional and Pass scale. Regardless of whether CAT modules are taken in a single administration or individually, the performance standard for four modules must be four Passes or three Passes and one Conditional. Candidates who fail one or more modules must only retake those modules that were not passed.

CAT Passing Scores

An applicant must score at least a Pass on three of the four CAT test modules. No module of the four can receive a score of Fail. Therefore, three modules must achieve a score of Pass, plus one module with a score of Conditional. Summary of the minimum passing scores for the CAT:

- Applicants must complete all modules with a total minimum score of three Passes and one Conditional.
- No single module may receive a score of Fail.

Examples:  
PASSING:  
Pass, Pass, Pass, Pass  
Pass, Pass, Pass, Conditional  

NOT PASSING:  
Pass, Pass, Pass, Fail or  
Pass, Pass, Conditional, Conditional

CAT Score Reports

Candidates will receive score reports within four to six weeks of the administration date. The score report will include information about performance on each module—“Fail”, “Conditional”, or “Pass”, and overall test results (meets or does not meet the CAT requirement). If a candidate has only taken and passed two of the four modules, that letter will indicate that they have not yet met the CAT requirement.
Preparation for the Assessment

In addition to appropriate coursework taken and field experiences received, an important way to prepare for the assessment is to study the School Leadership Standards (Appendix A) and the Categories (Appendix B). Each module is designed specifically to assess the knowledge, skills, dispositions, and performances presented in the Connecticut Standards for School Leaders and the accompanying School Leader Categories. Candidates should be very familiar with the documents before participating in the assessment. There are no questions that ask candidates to explain or give examples of specific Standards or Categories; rather each module is designed to evoke responses that clearly demonstrate the knowledge and skills, dispositions, and performances these Standards/Categories encompass.

Responding to the Assessment Prompts

Candidates respond in writing to each question in the Response Booklets. All responses must legibly be written in blue or black ink.

Note that significant words in each Scoring Guide are **clear, consistent, convincing** and **appropriateness, depth, and breadth**. Each question should be responded to directly and fully, with specific references to the printed materials (and, in the case of the Instructional Analysis and Teacher Support modules, the videoclip). One indication of a response’s appropriateness, depth, and breadth will come from how well the candidate **analyzes and synthesizes** relevant information using all the materials provided. For example, in the School Improvement Case Study modules, candidates must respond to information contained in the Strategic School Profile, as well as addressing issues raised in the other documents provided. Similarly, in the Instructional Analysis and Teacher Support modules candidates must refer to pre-observation information, post-observation information, student work as well as the teacher videoclip.

Responses may be in narrative form or may contain bulleted or outlined sections. Responses will not be assessed in terms of writing fluency, style, spelling or penmanship (although responses must be sufficiently clear and legible to be scored).

The following pages contain two examples of assessment modules, the Connecticut School Leader Standards/Categories addressed by those modules, abbreviated versions of the scoring guides used to evaluate responses to the modules and multiple levels of examples of candidates’ responses with explanations of how the responses were scored. These materials are provided to help candidates become familiar with the questions that will be encountered on the assessment and with the criteria that will be used to score responses.
Important!

The sample modules in this publication are limited in number and may abbreviate the range of content and difficulty encountered on the actual assessment.

In addition, the Instructional Analysis module will include a short videoclip of a lesson segment. The videoclip itself is not included in the Bulletin/Study Guide.
SAMPLE:
INSTRUCTIONAL ANALYSIS AND TEACHER SUPPORT MODULE

There are two Instructional Analysis and Teacher Support modules in the CAT. One module will focus on an elementary school setting and the other will focus on a middle school or high school setting.

The goal of these modules is to assess the candidate’s understanding of two of the School Leader Categories: Knowledge of Learners and Knowledge of Teaching and Learning. In addition, the module is designed to measure the candidate’s ability to apply the appropriate elements of the Categories to the relevant issues described in the module.

Modules are scored separately. Each module in the Instructional Analysis and Teacher Support component of the CAT is scored on a four-point scale:

- “3” pass score
- “2” minimal pass score
- “1” conditional score
- “0” fail score

The responses to the four questions within each module are evaluated and assigned a score reflective of the candidate’s performance. Scorers review and evaluate evidence across the two Categories and arrive at an overall score for each module.

The following pages contain a sample elementary school module, abbreviated scoring guides, and scored sample responses. During the assessment, the candidate will be shown a very brief videoclip of the teacher in the classroom, a transcript of the lesson segment with additional instructional information included in the test booklet. A videoclip is not available with this Candidate Bulletin; however, a transcript of the videoclip is included.
CONNECTICUT ADMINISTRATOR TEST

SAMPLE INSTRUCTIONAL ANALYSIS AND TEACHER SUPPORT MODULE

ELEMENTARY SCHOOL EXAMPLE

DIRECTIONS:

Read the questions on the following page. Before you begin to respond to any questions, read the Background Information, Lesson and Unit Information, and Teacher Reflection and Student Information that follow. Review all the written materials in the booklet, as well as the transcript of the lesson segment with additional information that appears at the end of this booklet.
(As previously stated, the videoclip will be shown during the actual test, but is not available with this Candidate Bulletin. You may refer to the transcript of the video segment on pages 23-26)

Once you have read all the materials and the transcript of the lesson segment with additional information, respond to each question. Support your responses with specific details and references to appropriate aspects of the materials provided. As you respond, consider carefully the criteria that assessors will use in evaluating your responses.
QUESTIONS:

After you have reviewed all the materials, respond to the questions below. In framing your responses, use specific references to the written materials provided on pages 13 to 22 and the transcript of the lesson segment provided on pages 23-26*. In your explanation, **synthesize and analyze the written materials, rather than simply restating the information provided**.

You must answer all parts of all questions in the allotted time. It is important that you budget enough time to respond completely to each question.

1. **Providing Appropriate and Effective Instruction**
   Were the lesson objectives meaningful and challenging, and were the teacher’s strategies and materials effective in meeting these objectives? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

2. **Understanding and Teaching All Learners**
   How well does the teacher understand the students as learners? In your response, consider the ways the teacher addresses both the variations among learners and the developmental level of the students. Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

3. **Assessing Learners and Using Assessment Information**
   Did the teacher effectively monitor student progress? Was assessment information effectively used by the teacher to help plan future instruction and to promote student and/or teacher growth? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

4. **Planning for Teacher Support and Professional Development**
   Describe one significant strength and one significant area for continued growth and improvement, using specific references from the written materials and transcript that you would address in working with the teacher to promote student learning. How would you work with this teacher to promote this growth and monitor its impact on student learning? Be specific.

* Note: In the actual Connecticut Administrator Test you will view a brief videoclip of the lesson segment. A transcript will also be included with the materials.
BACKGROUND INFORMATION:

Read the following information about the school and the teacher as background for the information about the lesson you will observe and discuss with the teacher. Assume that the lesson and observation occurred early in February.

1. SCHOOL:

This is a grade 3 and 4 elementary school in a rural community of 350 students. The school has a belief system and program that aim to serve the whole child. Its mission is to ensure that all students learn to use their minds for a lifetime of learning, self-reliance, and responsible citizenship. The staff has a strong commitment to success, a drive for excellence, and a tradition of constant innovation.

The curriculum and the school can be characterized as traditional. Teachers follow district curriculum guides and use teacher’s guides that accompany standard textbooks.

2. TEACHER:

This is a second year, third-grade teacher. She was hired directly from college. She considers herself a very creative teacher. She says her students have responded well to the positive, supportive, family-like atmosphere she has created in the classroom.
LESSON AND UNIT INFORMATION:

Assume the teacher responded to the following request before you observed the lesson.

Prior to my visiting your class to observe a lesson, please provide the following information for me:

1. **STUDENTS:** Please characterize the students in the class I am going to observe. Include such information as academic background, academic strengths and challenges, particular features of the group such as special programs or unusual enrollment patterns, and any other information you feel will help me understand the instruction you are providing for this particular group of students.

   There are 23 students in my third-grade class, with a wide range of abilities, some with learning disabilities. In fact, all classes are based on the inclusion model of teaching and receive extra support from a Special Education Teacher, Special Education Aides, a Title I teacher and Aide, a School Psychologist, School Social Worker, and Classroom Assistants.

2. **UNIT DESIGN:** Briefly describe the unit from which the lesson is taken. Include the major goals, and an overview of the sequence of lessons or the general organization of the unit.

   The tasks in this unit were selected to promote communication in the form of reading, writing, speaking, and expression through artwork. The activities were developed to help the students in their ongoing process of becoming autonomous communicators. Reading fluency and comprehension will be enhanced by the tasks in the unit. Writing skills will also be developed and reinforced. Both of these are literacy goals for the class as a whole.

   The class has read “Stone Fox” by John Reynolds Gardiner. Each chapter was introduced with the new vocabulary in context. The purpose for reading was established by a question that I posed orally to the students. A series of class or small group discussion questions was presented. The children also had a written assignment to do, called Reader’s Response. Finally, the children were asked to make predictions in writing based on what they had read.

3. **LESSON OVERVIEW:** Briefly describe the lesson I will observe in terms of each of the following. Please be as specific as possible.

   **OBJECTIVES:**

   In the lesson you will see, students will be engaged in a conversation about “Stone Fox” and other stories they have read. In a small group, while other youngsters are working with an aide, students will discuss major characters we have read about.

   - Students will cite quotes from these characters’ stories that illustrate their characteristics.
   - Students will explore through discussion what they think a character’s behavior would be if the character were put in a new situation.
\textbf{ACTIVITIES:}
To promote literacy in my classroom, I engage students in grand conversations about books. This helps to reinforce what students have read, develop communication skills, and establish connections among books and between books and other experiences the students have had. It provides another means for students to become involved in literature and also to meet our objectives.

\textbf{MATERIALS:}
The materials we will use will be copies of the stories.

\textbf{ASSESSMENTS/ASSIGNMENTS:}
I will assess students by a combination of written responses, discussion responses, and artwork created. I have chosen these as they are integral to the performance tasks required of the students.
YOU MAY CONTINUE READING IN THIS BOOKLET UNTIL THE VIDEOCLIP* BEGINS.

VIDEOCLIP OF THE CLASSROOM AND TRANSCRIPT OF THE LESSON SEGMENT:

Next, you will view a very brief videoclip from the lesson segment. The videoclip is provided for contextual information (seating arrangements, learning environment, etc.). The actual content of the lesson segment is provided through the transcript. A transcript of the actual lesson segment has been provided on pages 23 to 26.

The background information, pre-observation information, post-observation information, transcript of the lesson segment and brief videoclip will provide you with everything needed to respond to the questions.

You may use the space below to take notes about the brief videoclip.

* A videoclip is not available with this Bulletin. Refer to the transcript of the lesson segment for teacher-student interaction and lesson content.
TEACHER REFLECTION AND STUDENT INFORMATION:
Assume the teacher responded to the following request after you observed the videoclip of the lesson segment and read the lesson segment transcript.

Prior to our Post-observation Conference, please reflect on the lesson I observed, and provide the following information for me:

1. **STRENGTHS OF THE LESSON:** What do you feel went well during the lesson?

   I feel the objectives were met successfully. My students remained interested and engaged. They seemed to walk away with a strong image in their heads of what is meant by painting a picture when writing about a character. Students were enthusiastic and had a lot to contribute to the discussion. After the discussion ended, in Writer’s Workshop later that day, students from that group were comparing their writing to the writing we discussed in our group. I find it to be very exciting to see this happening in my classroom. I am very pleased with the addition of these small group discussions in my room. I am extremely pleased with the results of this particular discussion group.

2. **STRENGTHENING INSTRUCTION:** What would you do differently if you could teach the lesson over again, or do differently the next time you teach this lesson? Why?

   I would try to find even more ways for students to use their imaginations. I find that when students can think imaginatively, they understand the literature better and enjoy it much more.

3. **STUDENTS AND STUDENT ACHIEVEMENT:** Briefly describe two students who represent different instructional challenges to you—students we can discuss as we think about your teaching. For each student, attach one piece of work related to this lesson.

   **Student A:**
   He has an independent reading level that is 1.5 years below grade level. Another assessment indicates that his listening comprehension is 2 years above grade level. He has been diagnosed as learning disabled and receives special education support in reading, writing, and math. He has a great positive attitude and works hard to excel in academics.

   In writing samples his sentences average about 9 words. Writing is difficult and a bit frustrating as spelling is such a tedious challenge. It helps him to discuss his ideas with a teacher who can guide him to write the thoughts he has voiced.

   **Student B:**
   He is on grade level in reading. He remembers the main characters and parts of the stories he reads, and can sequence events successfully. He is very well read and has a large sight-word vocabulary. He reads aloud extremely fast, and it is difficult to understand what words he is saying.

   In writing samples, his sentences average 8 words and are complete ideas. His writing, although complete in stating an idea, lacks insight and depth. He glosses over ideas and does not push himself to state more than the obvious when responding to pieces he has read or concepts presented in class.
4. **BUILDING ON ASSESSMENT INFORMATION:** *How will you use the information you gained from the student work, taken individually and collectively, to help you plan the next steps of instruction for this instructional sequence?*

I will continue to give the students challenging and interesting stories to read, and continue to have the kinds of grand conversations you saw in the lesson you observed, to continue to build their imaginations and their comprehension.
Stone Fox
by John Reynolds Gardiner

Chapter 1

Question:
Why does Doc Smith ask if Grandfather and Willy owed money to anyone?

I think that Grandfather needs the money for an operation. Yes!

Because I think Grandfather might die. We'll see 😊

*Bonus Prediction:
Who do you think will be the most important character in story? Why?

I think that Willy the main character because he is the one that is trying to save his Grandfather from dying.
Chapter 1

Question:
Why does Doc Smith ask if Grandfather and Willy owed money to anyone?

The problem in the story is something wrong with grandfather and Doc Smith and Little Willy can’t find out what’s wrong with him.

*Bonus
Prediction:
Who do you think will be the most important character in story? Why?

I think that they don’t have enough money for the tax collector and it is all up to Little Willy to get 500 dollars in a hurry. And he has to run against Stone Fox and a dograce.
Chapter 2

Reader's Response:
What do you think about the job that Little Willy did with the harvest? Tell why you think that. Write your answer.

I think Willy did an ok job because it took a hundred twenty two days till the patose to pick.

*Bonus
What is Grandfather's real problem? How can Little Willy find out what the real problem is?

I think that Grand father is going to die because he is to old. I think Willy will find out sooner or later.
Reader's Response:
What do you think about the job that Little Willy did with the harvest? Tell why you think that. Write your answer.

I think Little Willy did pretty good by himself because his Grandfather wasn't there. He harvested everything great because Grandfather would of done the same thing.

*Bonus
What is Grandfather's real problem? How can Little Willy find out what the real problem is?

His problem is he doesn't have enough money for the tax collector. And Grandfather hasn't told Little Willy yet because he can't talk.
T: Teacher [Teacher sits at front of class with arms folded.]
S: Student [Students in four small groups of four. Other students work with special education paraprofessionals.]

S: Guys, she’s talking.

T: All right, guys, today during reading time we’re going to talk about different things that we see when we’re reading and what we see when we’re also writing. Who can tell me, when we’re writing, when we start writing...where do we start? [Teacher waits for students to raise hands.] Phillip.

S: With a capital letter.

T: Well, yeah when we’re actually writing. When we’re trying to get this idea when we’re going to begin writing.

S: Like with a beginner’s sheet, a writing brainstorming sheet?

T: Yes. Absolutely. On that brainstorming sheet, what are the things that we need to include when we’re going to write a story? What do you need to include? Calvin?

S: Characters, setting, problem and solution.

T: Excellent. Characters, setting, problem and solution. Now during the year, we’ve read a number of books that really show us how a writer will really make you understand the characters and the setting and the problem and solution. What are some of the stories we’ve read since the beginning of the year?

S: The Funny Little Woman.

T: The Funny Little Woman - good. [Students answer after they raise their hand and teacher nods and smiles to them to answer.]

S: Sarah Plain and Tall.

T: Sarah Plain and Tall. Yup.

S: Stone Fox. OK.

S: Sarah Plain, and Tall.

T: Yup, Sarah Plain and Tall. What did we read way in the beginning of the year? Who were we reading about?

S: Oh Jacques Cousteau.

T: Yup. Jacques Cousteau. What else have we read?

S: Linias.
Linias. Yes. Now we have read two types of books. Some of them are real and they tell of real people and real information and then some of them tell non-real things. What are the kinds of words that we use to describe those kinds of books? Alex.

Non-fiction and fiction.

Fiction and non-fiction. [Teacher smiles and nods.] Absolutely. And which one is which?

Fiction is books that are made up and non-fiction is real books.

OK and you have real facts that we’re trying to share. Whether we are reading them or we are writing them, we want to make sure that our words can tell a story. A good writer can use words to really paint a picture in your head. A setting of where the story takes place but also of a character. Some of the characters that we have read about in these stories...Sarah Plain and Tall...there are a few characters in there. Stone Fox...we have some characters in there. Funny Little Woman in our fairy tales unit. What can you tell us about these characters? How has the writer helped you to know these characters? We read Stone Fox a while ago. Little Willie, the main character in that story...what can you guys tell me about Little Willie? What was Little Willie like?

Well he was brave and curious and strong and willing.

Excellent.

He had a dog. I thought he was brave because he entered a good dog sled race for these, like, older people and he had to win to get the farm back.

What else do we know about Little Willie?

I think he was curious because number one, he wanted to win his race so bad that he just had to get the money the fastest way as possible. And he was curious because he was wondering what was wrong with grandfather. So he was kind of caring.

OK very good. Who else can tell me a little bit about Little Willie? [Teacher calls on student whose hand is not raised.] Olivia, what do you remember about Little Willie?

Well he cared a lot because he didn’t only care about his grandfather but he cared about life. He cared about a lot of things like making sure the farm didn’t get taken away and that his grandpa got back to health.

Very good. [Teacher calls on student whose hand is raised.] Alex do you remember anything about Little Willie?

He was curious about things…

Very good. All righty. Well we worked a lot with talking about Little Willie when we did our story with Stone Fox. We finished it up a little while ago, but we still haven’t talked about Stone Fox and we still have his character chart up in the room and we always bring him into our work, and for the past couple of days we’ve been talking about Little Willie and what kind of a person he is. What kind of a person was Sarah...back when we read Sarah Plain and Tall? What do you remember most about Sarah? What do you remember about Sarah?
Students reply to question

T: OK that famous yellow bonnet. Holding onto that yellow bonnet. What else do you remember about Sarah?

S: She was kind of stubborn.

T: Yes, stubborn is a really good word. Stubborn...how is she stubborn? What are some things that she did that were stubborn? Sarah.

S: She wanted to have it her way.

T: Yes she decided well I think the cat’s going to be fine in the house. And that’s what she did. She kept the cat in the house. What else did she do?

S: I think Sarah sticks up for herself alot because there was another thing where she was arguing over something. She wouldn’t just say fine have it your way. She fights for her way.

[Boy in blue shirt stands, then sits down.]

T: OK, very good. Can you think of an example of where she had to fight for something just for her way?

S: When there was a big rain storm and Papa said to go back in the barn and she said no and they started arguing and then she said...I forget what she said...but she didn’t anyway. She didn’t care what he said.

T: Yes, what were they arguing about?

S: Who should fix the barn and the house.

T: And why were they arguing about that?

S: Because they wanted... one wanted to be better than the other.

T: I’m not sure if one wanted to be better than the other. They were arguing about who was going to fix the barn and Papa did want Sarah to go back inside. Why do you think he wanted her to go back inside?

S: So that she wouldn’t get hurt, maybe.

T: Yes. Absolutely. Was Sarah afraid of getting hurt when she did things?

S: No.

T: When she hammered when she was on a roof, was she scared about these things?

S: No.

T: Absolutely not. What else do you remember about Sarah Plain and Tall?

S: She’s talented.

T: Very talented. What were some of her talents?
Students reply to question

T: OK very good. Someone else who was not studying Sarah from Sarah Plain and Tall this morning...what were some of the characteristics of Sarah?

S: She was pretty because in the book she came with the yellow bonnet and blue dress and one day she got out there early and…

[One student with black hair looks at floor.]

T: Very good.

S: …with color pencils.

T: OK, very good. Hold on one second Phil.

S: And when Anna went in Sarah’s room she opened the drawer to find the train tickets to go back and because Alex said she’d left when Anna came back into her room because she couldn’t find Sarah anywhere. She tried to find the train tickets and they weren’t there so she went to Papa because she thought she was gone and stuff and Papa got to the train station and he saw her coming out because she went there to return the tickets.

T: Very, very good. What are some strong words we can use to describe Sarah? One strong word.

S: She’s willing.


S: Because she will do anything. Like during the storm, she wanted to help, wanted to fix the roof.

T: What’s another strong word we can use? John.

S: Brave.

T: Brave. Absolutely. What was something that she did that was very brave?

Ss: Well, when they had the storm and they had to go to the barn. They didn’t know she was still in the house. She went outside and found him. They couldn’t find her and she went back in the barn and then it was all over she came out and they found her. No, she found her. I think it was under the porch.

T: Remember, when she had to go out into the storm, what was the weather like when she went out into the barn? It was terrible. So that was a very brave thing to do.

END OF TRANSCRIPT
Scoring Rubrics for Instructional Analysis Modules

Scorers evaluate evidence across questions using each of the following two Categories. Elements of the Categories to be evaluated (e.g.: A., B., C., D., E) vary, as appropriate, to the scenario of each module.

**Category 1: Knowledge of Learners**
- A. Understanding of Learners
- B. Students as Learners
- C. Teachers as Learners
- D. Diversity of Learners

**Category 2: Knowledge of Teaching and Learning**
- A. Teaching & Learning
- B. Curriculum
- C. Assessment of Learning
- D. Diversity
- E. Professional Development

Once evidence is collected and evaluated by Category, each module receives a final score based on overall performance across the Categories using the rubrics described below.

| Score 3 Pass | Responses, taken together, provide evidence that is clear, consistent and convincing **in the appropriateness, depth, and breadth** with which the candidate responds to the prompts assigned, incorporates references to all printed materials, the videoclip, and the student work, and addresses relevant aspects of the School Leader Categories. |
| Score 2 Minimal Pass | Responses, taken together, provide evidence that is clear but may be uneven in the **appropriateness, depth, and breadth** with which the candidate responds to the prompts assigned, incorporates references to all printed materials, the videoclip, and the student work, and addresses relevant aspects of the School Leader Categories. |
| Score 1 Conditional | Responses, taken together, provide evidence that is limited in the **appropriateness, depth, and breadth** with which the candidate responds to the prompts assigned, incorporates references to all printed materials, the videoclip, and the student work, and addresses relevant aspects of the School Leader Categories. Responses to some prompts may be quite brief or general, or may present some inappropriate or irrelevant information, or may be missing. Overall, responses may provide some suggestion of an understanding of the issues/problems involved and ways to address them that reflect relevant aspects of the School Leader Categories, but taken together the responses provide evidence that is limited in appropriateness, depth, and breadth. |
| Score 0 Fail | Responses, taken together, provide **little or no evidence** that the candidate can analyze and evaluate instruction based on the relevant School Leader Categories. Responses are so inappropriate and/or so undeveloped, unclear, or vague that they fail to demonstrate even limited ability to respond to the prompts assigned, incorporate references to all printed materials, the videoclip, and the student work, and address relevant aspects of the School Leader Categories. |
SAMPLE RESPONSES:
INSTRUCTIONAL ANALYSIS AND TEACHER SUPPORT MODULE

The following are examples of responses of administrator candidates to the sample situation provided in the Instructional Improvement and Teacher Support Module. The score assigned to each sample is written above the response. An italicized summary of how the score was derived is included at the end of the response. One example is provided at each score point.

Sample Response “3” – PASS

Question 1: Were the lesson objectives meaningful and challenging, and were the teacher’s strategies and materials effective in meeting these objectives? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

The teacher’s objectives were consistent with the student’s ability levels, and related to information that the students were familiar with. However, although objectives were meaningful, they were not fully implemented in the lesson. Through conversation, the students demonstrated an understanding about ideas regarding characteristics and traits. Discourse about issues encourages students to communicate clearly, think, and listen. These skills are appropriate for the 3rd grade age level. Their responses (i.e. stubborn, willing, etc.) indicated that they had received previous vocabulary instruction. However, the ability to write quotes that illustrate characteristics may not be achievable for an 8 year old. Discussing behaviors and personalities, the teacher’s ultimate instructional strategy, was more appropriate.

The objectives were not very challenging; the students simply had to recall facts from books previously read, listen to specific questions, and answer compare and contrast questions. However, at times the teacher did require them to use higher order thinking skills of analysis and synthesis. When students identified a character trait, they were asked to identify the trait and then analyze why that specific character had that trait.

I saw no evidence of children using their imagination that would have required them to extend their thinking. They were simply relaying facts and explaining reasons for their responses. Overall the teacher set high standards in her objectives for the class, but instructional strategies did not support those standards.

Questioning strategies were adequate although she spent too much time building up to the learning instead of providing instruction. In addition, she diverted the students’ attention from the learning objective by wandering off topic, such as discussing the setting where the story is taking place, “We did our story with Stone Fox that we finished a little while ago…” This discussion did not support the lesson objective. When she stayed focused, her questions were understandable by most, but did little to require the students to extend their thinking beyond the story. Perhaps she could have asked the students to relate the character traits to their world. Using real-world examples helps students move toward a more in-depth understanding. The teacher had good rapport with her students and stayed in close proximity, thereby encouraging them to engage in the conversation.
The teacher missed the opportunity to require the students to move from the
comprehension level to higher levels of thinking; application, analysis, synthesis and
evaluation. For example, when asking- “was Sarah afraid of getting hurt when she did
things” the teacher could have followed-up with “when have we seen other times in the
book where this trait shows itself?” Then followed up with, “will this character trait help
Sarah in other life situations?” Give some examples.

She could have made physical use of the books, such as holding up a book, and pointing to
the page with the character under discussion. Since, as she indicated in the pre-
observation material, many of her students are learning disabled, a variety of visuals would
have supported the lesson. Her lesson was primarily designed for the oral learner.

Based on the variation of her learners (academic, cultural/ethnic), the lesson should have
had more opportunities to support diverse learning styles, and relate the content to their
cultural/ethnic background.

**Question 2: How well does the teacher understand the students as learners?** In your response,
consider the ways the teacher addresses both the variations among learners and the
developmental level of the students. Use specific references from the written materials
and transcript as necessary to explain your reasons. References to the videoclip may
also be used.

The teacher knew specific reading levels and writing abilities of each student when she
stated that, “Student A has an independent...” She identified strengths and weaknesses for
each child. For example, she stated, “Great positive attitude, works hard to excel in
academics.” and, “She uses phonetic cues to decode words and can accurately sequence
events.” However, there was no further indication that she understood the variation in her
learners or the diversity in her class. For example, there was minimal activity that would
have assisted the visual learner to become involved in the lesson.

Although she stated that she had a diverse student population (special education, Title I,
etc.) I saw no evidence that she diversified either the lesson or the writing assignment so
that all students had the opportunity to succeed. Not only were those students who receive
remediation not addressed, those functioning above the middle of the class were also not
challenged. Differentiating the assignments as well as asking a variety of questions that
move from recall to open-ended, would have addressed diverse learning styles. It is not
clear how deeply she has researched student performance data. Based on her comments, it
appears that she focused on reading skills and abilities, and omitted student data such as
individual learning style preferences.

She did not demonstrate instructional strategies that addressed the diversity of her class and
the variety of student needs. Her entire lesson was verbal. She could have designed a
lesson that involved cooperative grouping of the students, so that they had the opportunity
to learn from each other. Also, small groups would provide the more reticent student an
opportunity to participate. She relied on total recall. She could have recorded student
responses on the board to help those with recall and/or spelling problems. This might have
significantly helped the learning disabled students she described in her “Lesson and Unit
Information”.
She appropriately worded and phrased terms in order to elicit active responses from a variety of students. She accepted and positively reinforced all contributions, ideas and answers from her students. While this helped develop a positive rapport, it did not help them to understand their mistakes. At times, the conversation seemed pointless and had little impact on student learning.

Although she didn’t involve everyone, she appeared to question a variety of students including, at one point, Olivia who didn’t appear to have her hand up. Constant questioning allowed her to monitor student progress and student understanding of characteristics in stories they read. This reflected an awareness of academic standards during the lesson, however monitoring student progress was not as evident in the student work. There was little, if any, attempt to correct obvious errors or to provide students with assistance in improving their writing skills.

**Question 3: Did the teacher effectively monitor student progress? Was assessment information effectively used by the teacher to help plan future instruction and to promote student and/or teacher growth? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.**

There was limited evidence that the teacher monitored student progress. Although she asked many questions most were low level and required students to just recall parts of the story. If she had differentiated her instruction and monitored student responses, she would have gained a clearer picture of students’ level of performance. Perhaps if she used cooperative learning groups she could have monitored students by walking around, listening to the groups, and observing student interactions. A worksheet that differentiates for variation in learners would have provided her with data on specific students’ achievement and the need to adjust future instruction. She did not indicate that she had any conferences with the ‘specialists’ and their aides who worked with particular individual students. Such collaboration would provide her with an opportunity to learn from those with an in-depth knowledge of particular student learning needs.

I did not see evidence of the teacher using any written responses or art responses from the students in this lesson. She mentions a character chart and other items, but does not specifically refer to them for her students. If these written and art responses were from previous lessons she did not do a good job of tying each of these activities together for students. Her comments on the worksheet seem to indicate that she failed to accurately use student responses to monitor student learning.
**Question 4:** Describe one significant strength and one significant area for continued growth and improvement, using specific references from the written materials and transcript, that you would address in working with the teacher to promote student learning. How would you work with this teacher to promote this growth and monitor its impact on student learning? Be specific.

**Strength** – excellent rapport with students, comfortable classroom climate, excellent knowledge of student abilities.

**Area for continued growth** - the teacher needs to align her lesson objectives with her classroom teaching and with her assessment strategies.

The steps I would take are as follows:
1. I would ask a veteran teacher (mentor) to work with her to develop clear, measurable lesson objectives
2. I would provide the teacher with opportunities to learn about multiple strategies for differentiating instruction
3. I would ask her mentor to observe and coach her to reflect on student learning, using the new instructional strategies, and to develop assessments that are more closely aligned with instruction
4. I would informally observe the teacher on a bi-weekly basis and conference with the mentor as to the teacher’s progress
5. I would have the teacher meet with the in-class specialists to re-design the worksheets and instructional strategies to meet all students’ needs
6. In a teacher conference, I would ask for more specificity regarding the lesson objective. I’d discuss her use of assessments and how she is now using data to inform future lessons
7. I would meet with the teacher and her mentor for formative and summative reviews of objectives, lesson plans, instruction, and student work to determine the level of student learning in her classroom.
Scoring Summary of a Pass Response:

Most of the candidate’s responses to the questions provided evidence that was clear, consistent, and convincing in appropriateness, depth, and breadth. The responses demonstrated an understanding of a variety of teaching and learning issues in the School Leader Categories. Statements were supported by specific references to materials provided; pre and post observation information as well as information found in the videoclip and lesson segment. In Category 1: Knowledge of Learners, the candidate clearly demonstrated an understanding of the variation among learners and how learning occurs. In Category 2: Knowledge of Teaching and Learning, the candidate effectively described the appropriate achievement levels of students and suggested appropriate instructional approaches for them. The candidate provided clear, but only general statements regarding assessment and monitoring. Finally, the candidate provided a comprehensive plan for professional development with very specific suggestions for improving alignment of lessons with objectives.

Sample Response “2” – MINIMAL PASS

Question 1: Were the lesson objectives meaningful and challenging, and were the teacher’s strategies and materials effective in meeting these objectives? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

Lesson objectives were challenging since they moved up Bloom’s Taxonomy from the comprehension (objective #1) to the synthesis (objective #2) level. My concern is that since the students are functioning on diverse levels including special education students, are the objectives set at too high a level? Therefore the objectives may have been meaningful and challenging for some, but were far above the comprehension level for others.

This class was arranged in a small group setting as indicated in the objectives; however, the teacher was physically removed from the students in the circle. Not being within the proximal sphere tends to curtail the flow of conversation which is contrary to promoting the achievement of her objectives. And where was the Special Ed aide? Why didn’t the teacher co-plan the lesson with the special education teacher so that the aide’s presence in the classroom could have been used effectively?

The structure of the lesson was clear but difficult to follow. The teacher tried to build upon previous learning but she didn’t seem to be successful. She should have made connections, or asked the students to create the links, from one student response to the next. By not doing this she created an atmosphere that seemed to be confusing to many of the students. The teacher also failed to reinforce learning for visual learners by not writing down the student responses on the board or the flip chart.

All in all the teacher seemed to be more interested in the students’ ability to “paint a picture when writing about a character” than really finding out if they understood the assignment.
Question 2: How well does the teacher understand the students as learners? In your response, consider the ways the teacher addresses both the variations among learners and the developmental level of the students. Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

Given the “wide range of abilities” including learning disabilities in the class, the teacher failed to use a variety of teaching strategies to ensure success for children. The teacher was unsuccessful in making real life connections with experiences that would help students construct meaning from the stories and their characters. She failed to actively engage students in activities, but instead forced them to sit and talk - a mature activity that may be beyond most if not all of her 3rd grade students. As someone said, “The mind cannot absorb what the seat cannot long endure.”

The teacher did not effectively design and present instruction that met the varied needs of all students. The lesson and assignments were the same for all students despite the teacher mentioning the diversity of the student population. She certainly should have differentiated the lesson and assignments. With a special ed. aide in the room and the inclusion model integrated into the class, she should be conferring with the Special Ed teacher to create a modified lesson for each student. Without this accommodation she certainly showed that she didn’t understand her learners.

Question 3: Did the teacher effectively monitor student progress? Was assessment information effectively used by the teacher to help plan future instruction and to promote student and/or teacher growth? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

The teacher was not successful in monitoring student progress throughout the lesson. At least two students were not paying attention to the lesson. In the beginning, students were off-task while the teacher was talking. The teacher did not monitor the understanding of students.

The teacher’s questioning did not probe for understanding. Her questions seemed to lead the students in many different directions rather than serving to focus them on the lesson objectives. How did the teacher know if all the students understood her questions? She seemed to call only on the students with the answers.

The student work samples do show a connection to higher standards (e.g., students are asked to make predictions and defend why in their Reader Response). Teacher comments are pleasant and on one occasion extended student thinking (e.g. what?).

Had the teacher effectively assessed the learning she would have realized that her “one-size-fits-all” lesson did not promote learning for all of her students. She should confer with the Title I teacher as well as all of the other specialists she mentions so that she can differentiate the lesson and the assessments. Not only should she have used assessments on various levels, she should have varied the modalities as well (visual, auditory, etc). The teacher failed to assess the learning and also failed to use the knowledge to plan the next lesson.
Question 4: Describe one significant strength and one significant area for continued growth and improvement, using specific references from the written materials and transcript, that you would address in working with the teacher to promote student learning. How would you work with this teacher to promote this growth and monitor its impact on student learning? Be specific.

One significant strength of this teacher is her attempt to engage students in a conversation about their learning. Her rapport with the students and her classroom environment seem to positively influence the students, as most do participate.

One significant area for continued growth would be to integrate a variety of learning and teaching techniques into her lessons. For example:

- develop a stronger structure for the lesson
- use visual techniques (board, chart)
- use better arrangement of chairs to promote discussion
- monitor student progress on a regular basis

To promote professional growth and student learning, I would:

- ensure that the classroom teacher has common planning time with the Special Ed teacher and Title I teacher as well as the classroom aide so that she can gain an understanding of how to teach students with a variety of abilities
- assign a mentor who has demonstrated proficiency in designing a differentiated classroom including differentiated assessments
- identify relevant workshops and send the teacher with a colleague
- ask the teacher to demonstrate the techniques she learned at the workshop
- continue to closely monitor student performance through more classroom observations
- celebrate successes

Scoring Summary of a Minimal Pass Response:

The responses, taken together, were clear, but somewhat uneven in appropriateness, depth and breadth. Many responses to the prompts were unsupported with evidence or elaboration and therefore were not as convincing in depth and breadth as those of a level ‘3’ response. Many of the comments accurately described events in the transcript and/or in the written material that were appropriate to teaching or learning issues; however they did not demonstrate the level of analysis of a level ‘3’ response. In Category 1: Knowledge of Learners, the candidate appeared to understand the need to vary instruction; however the issues of high standards and self-directed learning were only addressed as they pertained to student work samples. In Category 2: Knowledge of Teaching and Learning, the candidate adequately described the appropriate intellectual stages of the children and strategies for monitoring student learning. Finally, the candidate provided a very general professional development plan that had limited suggestions for linking professional development to specific identified teacher needs.
Sample Response “1” - CONDITIONAL

Question 1: Were the lesson objectives meaningful and challenging, and were the teacher’s strategies and materials effective in meeting these objectives? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

It was difficult to assess how meaningful the objectives were because the video/transcript was too short. In the pre-conference material objectives seemed vague and should be stated in different terms. They might be tied to comprehension of past readings or how well students can identify characters. My overall impression from her comments in the written material and in the video is that she is attempting to set very high standards for the class and wants to challenge each child to go beyond what might normally be expected of them.

She was effective with her questions. This led to a good discussion and many students participated. In addition, because of her awareness of the differences in learning styles, many students felt comfortable in becoming involved.

Question 2: How well does the teacher understand the students as learners? In your response, consider the ways the teacher addresses both the variations among learners and the developmental level of the students. Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

In post conference the teacher is able to describe in detail the strengths/ weaknesses of 2 different students. She understands what is appropriate for this age group.

The teacher indicates that she has an understanding of student’s learning styles in her class, but she does not indicate whether she has learned this from her own observations, from previous teachers, school records, or parental information. Does background include cultural information or socioeconomic information? If so, no info was given.

The discussion was teacher-directed with open-ended questions. Discussion accommodated various learning styles – visual, sensory, and physical. It was difficult to tell if instruction was at the correct level of difficulty for each student. The teacher did not clearly state the objectives. However, because of the lesson design the teacher was able to have students develop their own thoughts and ideas, and they were able to express themselves in meaningful ways that clearly demonstrated higher levels of thinking.
Question 3: Did the teacher effectively monitor student progress? Was assessment information effectively used by the teacher to help plan future instruction and to promote student and/or teacher growth? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

The teacher monitored learning and frequently adjusted the discussion by checking for understanding and giving others a chance to respond. There was some indication in the materials that the teacher used assessment to inform instruction. This is stated when she says in post conference, “…they seemed to walk away with strong images in their heads.”

Also, the teacher’s comments on the worksheet show that she read the students’ answers. Since she knows the students so well I am confident she will use their answers to guide the next lesson. As she said in the post-observation conference, she will “continue to give the students challenging and interesting stories to read”.

Question 4: Describe one significant strength and one significant area for continued growth and improvement, using specific references from the written materials and transcript, that you would address in working with the teacher to promote student learning. How would you work with this teacher to promote this growth and monitor its impact on student learning? Be specific.

**Strength:** Teacher had good rapport with students. She led a very effective discussion of the story.

**Improvement:** Be clearer about the objectives. Objectives should be based on sound educational theory. This is critical because it’s difficult to assess effectiveness if the objectives are not clear.

The teacher should receive some help as follows:

- Encourage teacher to work with a mentor
- Encourage teacher to observe other teachers
- Establish a relationship of trust with teacher
- Provide professional development opportunities
- Do more classroom observations

**Scoring Summary of a Conditional Response:**

The responses to each question were limited in appropriateness, depth and breadth. In Category 1: Knowledge of Learners, the candidate realized the teacher was attempting to set high expectations for the students and understood that these children exhibited a variety of different learning styles. However, the candidate inaccurately stated that the teacher’s lesson accommodated these differences. In Category 2: Knowledge of Teaching and Learning, the candidate mentioned several of the category elements (e.g., what is appropriate for the age group, strengths and weaknesses of the children, professional development, etc.), but the comments were frequently unsupported and provided a skeletal response with limited connections or elaboration. The professional development plan was vague, brief and undeveloped.
Sample Response “0” – FAIL

Question 1: Were the lesson objectives meaningful and challenging, and were the teacher’s strategies and materials effective in meeting these objectives? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

This was a very interesting lesson. In the lesson we saw students who were engaged in a conversation about “Stone Fox” and other stories they read. In the small group they discussed the major characters they read about. They cited quotes from these characters that illustrated their characteristics. Having children read quality literature and taking the time in class to discuss their opinions and ideas is really commendable. The children obviously enjoyed the story and did their homework. They sat for the whole lesson and listened to the teacher and their classmates without interrupting and causing a lot of confusion. It is obvious that a lot of learning is going on in this class.

The goal of using this type of conversation to promote literacy is something all teachers should really think about and find time in the schedule to include each day. This concept really promotes a deep understanding of literature and allows students to develop higher order thinking skills that would not be possible in any other type of setting. The activities were developed to help the students in their ongoing process of becoming autonomous communicators. And, reading fluency and comprehension will be enhanced by the tasks in the unit. Writing skills were also developed and reinforced. Both of these are literacy goals for the class.

Question 2: How well does the teacher understand the students as learners? In your response, consider the ways the teacher addresses both the variations among learners and the developmental level of the students. Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

In describing the strength of the lesson, the teacher says all the objectives were successfully met. Based on this assessment, and only seeing a little of the actual lesson, I must support her opinion. It is important for a new administrator to develop a good rapport with the staff, and one way of doing this is having trust in them and valuing their professional opinions. After all, they are with the kids all day, every day, and a principal can only get in there once or twice a year to find out first hand what’s going on.

Based on the above, and the limited amount of information given, I am confident that this teacher is meeting the needs of each of the students. Having the students sit in a circle gives the teacher the ability to see everyone at once, monitor the learning, and gives the students a chance to get to know each other and learn from each other. It was obvious in the videoclip that they benefited from the interaction with one another and the exchange of ideas.
Question 3: Did the teacher effectively monitor student progress? Was assessment information effectively used by the teacher to help plan future instruction and to promote student and/or teacher growth? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

Did the teacher monitor progress and use assessment information to help plan future instruction? Here, again, how can you tell if the teacher is really going to plan for future instruction? This becomes a matter of trust and hiring the best. It would seem obvious that if she didn’t, you would soon be getting a lot of complaints from the parents. They would be able to tell when the children came home with no homework, never had any tests, or never could tell the parent what they did in school. By forming a good relationship with parents you can get them to feel comfortable about telling you things that are going on in your school. Based on her comment she does this routinely. She states “I would try to find even more ways for students to use their imagination. I find that when students can think imaginatively, they understand the literature better and enjoy it much more.” This sounds like she is really on top of the situation. She knows her students and how to get the most out of them. She sounds like a real pro, not a new teacher, and someone who is really in tune with the kids. She understands what motivates them and more importantly, what helps them learn.

Question 4: Describe one significant strength and one significant area for continued growth and improvement, using specific references from the written materials and transcript, that you would address in working with the teacher to promote student learning. How would you work with this teacher to promote this growth and monitor its impact on student learning? Be specific.

How would I work with this teacher to promote her growth? Just like I would help every teacher. In helping teachers improve, I am a firm believer in staff development. The more teachers get involved in these types of activities the better. We must find the funds to provide more workshops and get release time for teachers. I know in my district the first thing that is cut from the budget are days off for workshops, and the kids suffer. I would always set aside extra money in the budget to bring in motivating speakers and experts in new types of teaching methods. I would make sure that all teachers, not just this one, have an opportunity to access this new knowledge and make our schools a better place for kids. How many times have schools bought computers for the classroom, but never taught the teachers how to use them? The things gather dust, or worse, and a lot of money has been spent for nothing. Schools must put the cart before the horse and get teachers training before any new technology is forced on them. Only then will students learn and teachers become more effective.
Scoring Summary of a Fail Response:

The responses demonstrated little or no evidence that the candidate understands teaching and learning as they pertain to the school leader categories. This may have resulted from misreading the question, answering only part of the question or taking the question out of context. Most of the responses were inappropriate and, in many instances, simply restated test questions or prompts. Statements were consistently made without specificity or support and demonstrated limited understanding of the Standards.

In Category 1: Knowledge of Learners, the candidate demonstrated little or no understanding of how learning occurs, how variation among learners impacts teaching and learning, or any other of the relevant elements of this category. In Category 2: Knowledge of Teaching and Learning, the candidate provided little or no evidence of understanding of any of the essential elements. Most of the responses were inaccurate, generally vague, unsupported and frequently unclear. At times, responses even appeared unrelated to the lesson.
SAMPLE:
SCHOOL IMPROVEMENT CASE STUDY MODULE

There are two School Improvement Case Study modules in the CAT. One module will focus on an elementary school setting and the other will focus on a middle school or high school setting.

The goal of these modules is to assess the candidate’s understanding of the four School Leader Categories: Knowledge of Learners; Knowledge of Teaching and Learning; School Leader Vision, Goals, and School Improvement Practices; and School Leader Role in School Culture and Policy. In addition, the modules are designed to measure the candidate’s ability to apply the appropriate elements of the Categories to authentic, realistic and relevant issues described in the module.

Both modules in the School Improvement Case Study component of the CAT are scored on a four-point scale:
- “3” pass score
- “2” minimal pass score
- “1” conditional score
- “0” fail score

The responses to the three questions within each case are used to determine a score reflective of the candidate’s performance for each of the four Categories. Scorers review and evaluate evidence across the four Categories and arrive at an overall score for each module.

The following pages contain a sample case study module (Cedar High School), its abbreviated scoring guides and scored sample responses.
CONNECTICUT
ADMINISTRATOR TEST
SAMPLE SCHOOL IMPROVEMENT CASE
STUDY MODULE

CEDAR HIGH SCHOOL

DIRECTIONS:
Read the scenario and list of documents below, then read the questions on the following page. Before you begin to respond to any questions, read the SSP and other documents that follow.

Once you have read all the materials, respond to each question. Support your responses with specific references to appropriate aspects of the SSP and other documents. As you respond, consider carefully the criteria that assessors will use in evaluating your responses.

SCENARIO: You are the newly named principal of Cedar High School, effective July 1. During the interview process you were informed by the superintendent that the Board of Education has recently agreed to begin to study the issue of class rank and the policy of assigning extra grade points for honors courses. The superintendent further indicated that she would set up a meeting with you to begin to plan for this study.

DOCUMENTS: Consider each of the following documents as you think about the scenario and prepare to discuss the questions that follow:

- Strategic School Profile, Cedar High School
- Memo from Superintendent, Forest Glen School District
- Memo from Director of Pupil Services, Forest Glen School District
- Memo from Cedar High School Faculty Council
- Newspaper editorial
QUESTIONS:

After you have reviewed all of the materials, respond to the questions below. Explain each response with specific references to the materials on pages 43 to 50. In your explanation, **synthesize and analyze the written materials, rather than simply restating the information provided**.

You must answer all parts of all questions in the allotted time. It is important that you budget enough time to respond completely to each question.

1. **IDENTIFYING SIGNIFICANT ISSUES/PROBLEMS**
   Describe two significant issues/problems that **impact teaching and learning** presented in the scenario, the Strategic School Profile, and the other documents considered together. Describe each of the two issues/problems in detail, supporting your response with specific references to the Strategic School Profile and other documents, and explain specifically how each issue impacts teaching and learning.

2. **ADDRESSING SIGNIFICANT ISSUES/PROBLEMS**
   Based upon your vision of effective school leadership, what actions would you take, whom would you involve, and what additional information would you seek in addressing these issues/problems in a way that would have a **positive impact on student learning**? What is your rationale for each action taken?

3. **EVALUATING YOUR ACTIONS**
   How would you evaluate the effectiveness of the actions taken? What processes would you use, what people would you involve, and what specific criteria would you use to evaluate the effectiveness of these actions?
**District Reference Group (DRG):** DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

### STUDENT ENROLLMENT
Total Enrollment: 824  
5-Year Enrollment Change: -5.8%

### TYPE OF SCHOOL
School Type: Traditional/Regular  
School Grade Range: 9-12

### SCHOOL NEED

<table>
<thead>
<tr>
<th>Current and Past School Need</th>
<th>Year</th>
<th>School</th>
<th>DRG High Schools</th>
<th>State High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Eligible for Free/Reduced-Price Meals</td>
<td>Current Yr.</td>
<td>1.1</td>
<td>2.8</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>Prev. Yr.</td>
<td>1.0</td>
<td>2.8</td>
<td>17.6</td>
</tr>
<tr>
<td>% of K-12 Students with Non-English Home Language</td>
<td>Current Yr.</td>
<td>1.1</td>
<td>6.6</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td>Prev. Yr.</td>
<td>0.9</td>
<td>6.4</td>
<td>11.3</td>
</tr>
<tr>
<td>% of Juniors and Seniors Working More than 16 Hours Per Week</td>
<td>Current Yr.</td>
<td>30.4</td>
<td>19.9</td>
<td>22.1</td>
</tr>
<tr>
<td></td>
<td>Prev. Yr.</td>
<td>26.4</td>
<td>19.2</td>
<td>30.4</td>
</tr>
</tbody>
</table>

### Enrollment in Special Programs

<table>
<thead>
<tr>
<th>Enrollment in Special Programs</th>
<th>Students in School</th>
<th>Percent in School</th>
<th>% in DRG High Schools</th>
<th>% in State High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education and English as a Second Language Services (K-12)</td>
<td>8</td>
<td>1.0</td>
<td>1.0</td>
<td>3.2</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>108</td>
<td>13.1</td>
<td>2.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Gifted and Talented Program</td>
<td>31</td>
<td>3.8</td>
<td>3.2</td>
<td>1.1</td>
</tr>
<tr>
<td>Special Education</td>
<td>92</td>
<td>11.2</td>
<td>13.0</td>
<td>11.2</td>
</tr>
</tbody>
</table>

### Race Ethnicity

<table>
<thead>
<tr>
<th>Race Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>16</td>
<td>1.9</td>
</tr>
<tr>
<td>Asian American</td>
<td>45</td>
<td>5.5</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>1.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36</td>
<td>4.4</td>
</tr>
<tr>
<td>White</td>
<td>715</td>
<td>86.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Minority Current Yr</th>
<th>13.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Minority 5 Yrs Ago</td>
<td>12.7%</td>
</tr>
</tbody>
</table>
SCHOOL RESOURCES

### Instructional Time

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG High Schools</th>
<th>State High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours of Instruction Per Year</td>
<td>1008</td>
<td>987</td>
<td>1003</td>
</tr>
</tbody>
</table>

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.*

### Computers & Library Materials

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG HS</th>
<th>State HS</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Per Academic Computer</td>
<td>2.1</td>
<td>4.0</td>
<td>3.2</td>
</tr>
<tr>
<td># of Print Volumes Per Student</td>
<td>17.1</td>
<td>19.0</td>
<td>15.9</td>
</tr>
</tbody>
</table>

### Staffing Resources

#### Average Class Size

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>21.7</td>
<td>20.1</td>
<td>19.8</td>
</tr>
<tr>
<td>Biology I</td>
<td>21.8</td>
<td>20.6</td>
<td>20.2</td>
</tr>
<tr>
<td>English, Grade 10</td>
<td>21.6</td>
<td>20.2</td>
<td>20.1</td>
</tr>
<tr>
<td>American History</td>
<td>19.4</td>
<td>20.5</td>
<td>20.8</td>
</tr>
</tbody>
</table>

#### School Staff Count

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Certified Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>64.4</td>
<td>63.3</td>
</tr>
<tr>
<td>Administrators</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Department Chairs</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Library/Media Staff</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Counselors, Social Workers,</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>and School Psychologists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Professionals</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td># of Non-Certified Instructional Staff</td>
<td>5.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

#### Professional Staff Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Prev. Year</th>
<th>5 Years Ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Minority</td>
<td></td>
<td>0.0</td>
<td>0.0</td>
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</tbody>
</table>

#### Professional Staff Experience and Training

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG High School</th>
<th>State High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Years Experience in CT</td>
<td>14.6</td>
<td>14.1</td>
<td>13.4</td>
</tr>
<tr>
<td>% with Master’s Degree or Above</td>
<td>79.4</td>
<td>78.8</td>
<td>75.9</td>
</tr>
<tr>
<td>% Trained as Mentors, or Cooperating Teachers</td>
<td>36.9</td>
<td>30.9</td>
<td>26.2</td>
</tr>
</tbody>
</table>
## SCHOOL PROCESSES

### Teacher Statistics

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG High Schools</th>
<th>State High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Attendance, the Previous School Year: Average # of Days Absent Due to Illness or Personal Time</td>
<td>6.3</td>
<td>6.3</td>
<td>8.0</td>
</tr>
</tbody>
</table>

### % Juniors and Seniors Enrolled in a Course or Courses for College Credit

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG High Schools</th>
<th>State High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the Current School Year</td>
<td>41.0</td>
<td>33.2</td>
<td>25.4</td>
</tr>
<tr>
<td>During the Previous School Year</td>
<td>40.0</td>
<td>32.8</td>
<td>20.5</td>
</tr>
</tbody>
</table>

### Total Number of Credits Required for Graduation

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG</th>
<th>State Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for Current Year</td>
<td>23.0</td>
<td>21.2</td>
<td>20.0</td>
</tr>
</tbody>
</table>

### % of Current Year’s Graduates who Earned Credit in Selected Subjects

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DRG High Schools</th>
<th>State High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I or Equivalent</td>
<td>89.4</td>
<td>97.3</td>
<td>90.1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>75.8</td>
<td>77.6</td>
<td>69.9</td>
</tr>
<tr>
<td>4 or More Credits in Mathematics</td>
<td>58.1</td>
<td>62.0</td>
<td>63.1</td>
</tr>
<tr>
<td>3 or More Credits in Science</td>
<td>78.0</td>
<td>82.1</td>
<td>86.3</td>
</tr>
<tr>
<td>4 or More Credits in Social Studies</td>
<td>50.7</td>
<td>51.4</td>
<td>52.1</td>
</tr>
<tr>
<td>Credit for Level 3 or Higher in the Same World Language</td>
<td>37.3</td>
<td>51.2</td>
<td>57.9</td>
</tr>
<tr>
<td>2 or More Credits in Vocational Education</td>
<td>73.1</td>
<td>44.4</td>
<td>57.3</td>
</tr>
<tr>
<td>2 or More Credits in the Arts</td>
<td>43.1</td>
<td>46.2</td>
<td>40.4</td>
</tr>
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</table>
# STUDENT PERFORMANCE

### Connecticut Academic Performance Test

<table>
<thead>
<tr>
<th>% Grade 10 Meeting State Goal</th>
<th>Current School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Reading Across the Disciplines</td>
<td>62.5</td>
</tr>
<tr>
<td>Writing Across the Disciplines</td>
<td>69.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>55.8</td>
</tr>
<tr>
<td>Science</td>
<td>51.3</td>
</tr>
<tr>
<td>All Four Tests</td>
<td>36.2</td>
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<tr>
<td>Participation Rate</td>
<td>100.0</td>
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</tbody>
</table>

### SAT® I: Reasoning Test

<table>
<thead>
<tr>
<th>Current School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>% of Graduates Tested</td>
</tr>
<tr>
<td>Mathematics: Average Score</td>
</tr>
<tr>
<td>Mathematics: % Scoring 600 or More</td>
</tr>
<tr>
<td>Critical Reading: Average Score</td>
</tr>
<tr>
<td>Critical Reading: % Scoring 600 or More</td>
</tr>
<tr>
<td>Writing: Average Score</td>
</tr>
<tr>
<td>Writing: % Scoring 600 or More</td>
</tr>
</tbody>
</table>

### Student Attendance

<table>
<thead>
<tr>
<th>% October 1 of Current Yr.</th>
<th>School</th>
<th>DRG HS</th>
<th>State HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.8</td>
<td>97.6</td>
<td>94.1</td>
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### Physical Fitness Grade 10

<table>
<thead>
<tr>
<th>% Passing All 4 Tests</th>
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<th>DRG</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>32.1</td>
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### Dropout Rates

<table>
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<th>School</th>
<th>DRG</th>
<th>State</th>
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<tbody>
<tr>
<td>6.2</td>
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<table>
<thead>
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### Activities of Graduates

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<th>State</th>
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<td>89.2</td>
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<tr>
<td>5 Yrs Ago</td>
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<tr>
<td>% Employed or in Military</td>
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<table>
<thead>
<tr>
<th>% Attending Two- or Four-Year Colleges</th>
<th>DRG</th>
<th>State</th>
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<tbody>
<tr>
<td>Current Yr</td>
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<table>
<thead>
<tr>
<th>% Employed or in Military</th>
<th>DRG</th>
<th>State</th>
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<tbody>
<tr>
<td>Current Yr</td>
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<td>8.4</td>
</tr>
<tr>
<td>5 Yrs Ago</td>
<td>5.8</td>
<td>6.3</td>
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</tbody>
</table>
Welcome to the Forest Glen School District. I am confident that our Board of Education made a wise decision in selecting you to lead our high school and to provide Cedar High students with a challenging and meaningful educational experience. As you learned during the interview process, the district prides itself on our ability to offer the students a curriculum and educational program of academic rigor that meets the diverse, individual needs of each pupil.

To maintain these traditions of excellence, in May our District Director of Pupil Services sent me a memo concerning our use of class rank and our procedure of awarding extra grade points for honors classes. I shared these concerns with the Board of Education and, as I mentioned during the interview process, we agreed that it is time to address this matter. To that end, I would like to meet with you on July 20 at 9:00 a.m. to discuss how we should proceed.

As with any anticipated change, some members of the high school community have expressed some apprehension over any intended modification to our grading policies. While many have commended the Board of Education for agreeing to support a study of these issues, others are strongly in favor of maintaining the status quo. I see this as an opportunity for you and the faculty to reassess the educational program offered to all students at Cedar High. Creating an academic climate centered on the belief that every class is challenging and that every student can achieve will be the primary goal.

In preparation for our meeting, please think about some preliminary issues and concerns that I have identified; perhaps you can add other ideas. For example, what is the educational impact, both positive and negative, if we abolish class rank and extra points for honors classes? What groups of people should be asked for input and what would you hope to learn from these individuals? What consequences should we anticipate and what strategies should we develop to deal with them?

I look forward to meeting with you on July 20 and to working to provide the best educational experiences for our students. Good luck and enjoy your new position.
TO: Superintendent of Schools

FROM: Director of Pupil Services, Forest Glen School District

DATE: May 25

RE: Concerns regarding class rank and honors course credit

Our high school has always prided itself on academic excellence and some of our nation’s best universities have always shown a preference for many of our top students. While we are justified in this enviable reputation, I have noticed a disturbing trend developing over the past several years. Cedar High School is changing. Test scores and the number of students going to college are both declining. Although this is apparent in the most recent Strategic School Profile, the warning signs have been there for the last four years. In addition, we appear to be drifting away from our belief in equity and excellence for all. It seems, quite by accident and unintentionally, that we have created two distinct groups in our school.

Some of the issues created by this system are summarized below:

- Because of our current ranking system, students concerned about their class rank feel compelled to take only honors courses and are reluctant to select classes that they might find intellectually challenging and perhaps valuable to them in later life (e.g., art, music, and technical courses)
- Our most talented teachers use their expertise for only a few students
- The emphasis on rank and honors courses devalues our other classes, in effect creating a two-tiered system of both students and teachers
- This system, in turn, lowers student expectations and creates a lack of incentive in the majority of the students; and
- The individual needs of all students are not being addressed.

With the upcoming selection and appointment of a new principal for Cedar High, we need to explore modifying our grading system and creating an environment in the best interest of all our students. The practices of ranking students academically and of assigning extra grade points seem to contribute to an elitist climate; I suspect these practices are partially causing this unintentional but real shift. A study of the policies might also yield a healthy investigation of other causes of this climate.
TO: The Superintendent  
FROM: The Faculty Council, Cedar High School  
DATE: May 18  
RE: The grading policy  

We must express our professional opinion regarding any initiative to change our policy of class rank and the possible elimination of awarding additional grade points for honors classes. This is not in the best interest of the students of our high school and of the community in general. After a lengthy discussion of this matter, our Faculty Council has drafted the following concerns that must be considered before any change is proposed:

- Eliminating class rank and additional grade points for honors classes removes the incentive students have for taking the most demanding courses;
- We will have fewer students taking the academic honors courses; this decline in enrollment will clearly affect the courses assigned to members of the faculty who have long been regarded as academic leaders in the school and the district;
- The colleges will develop a negative view of our school;
- Parents will decide to transfer their children to schools where academics still count;
- We will take away the friendly competition that has always existed among the top students;
- We are doing an injustice to those students who have chosen the more challenging path for the last three years and now find that all their work is for naught; and
- More students will undoubtedly start taking less demanding classes because all courses will have equal weight; the Council feels this shift will water down the academic rigor of our program and lead students astray.

Representatives from our professional organization would like to schedule a meeting with you as soon as possible to discuss this matter. This initiative might sound good to some, but trust your professionals in the field—reject this foolish idea that has the potential for creating such negative consequences for all concerned.
Board Opens Door to Review of Schools’ Priorities

(reprint of Editorial from Cedar City News)

The recent action by the Board of Education to address the policy of class rankings and the practice of assigning extra grade points for honors courses is commendable and opens the door to a reexamination of our high school’s priorities.

The class ranking policy has long suggested an elitist culture within the schools, in which students are evaluated against each other rather than in terms of their own merits. It is a policy long supported by the top-ranked students and their parents, but one that has caused serious problems of self-image and self-worth for those who found themselves ranked toward the bottom.

An independent survey of college admissions officers has indicated that they are far more inclined to look at each student’s full academic record than they are to base a decision solely on the single “grade point average.” Clearly, a student with a 4.0 average, indicating straight “As” throughout, will not suffer. We urge our high school administrators, teachers, and advisory councils to see an invitation to re-examine their commitment to provide to every student an instructional program that will be challenging and rewarding. Elitist thinking to the contrary, the schools exist for all students, not just “the top.”

The Strategic School Profile (SSP) for our school, which we have applauded in the past, provides some clear indicators of concern. Consider, for example, the numbers of students who are working in excess of 16 hours a week. Are their needs being met? Are the needs of the students in “Special Programs” being met? The results on the state Academic Performance Test (Grade 10) also suggest the need to strengthen the instructional program for all students or to determine if there are groups who are not well-served instructionally. The SSP also contains a somewhat alarming view of the physical fitness of our students. The Board’s initiative opens the door to a reexamination of our school’s priorities and programs. We welcome such an incentive.
Scoring Rubrics for School Improvement Modules

Scorers evaluate evidence across questions using each of the following Categories. Elements of the Categories to be evaluated (e.g.: A., B., C., D., E.) vary as appropriate to the scenario of each module.

**Category 1: Knowledge of Learners**
- A. Understanding of Learners
- B. Students as Learners
- C. Teachers as Learners
- D. Diversity of Learners

**Category 2: Knowledge of Teaching and Learning**
- A. Teaching & Learning
- B. Curriculum
- C. Assessment of Learning
- D. Diversity
- E. Professional Development

**Category 3: School Leader Vision, Goals, and School Improvement Practices**
- A. Vision and Goals
- B. Assessment for School Improvement

**Category 4: School Leader Role in School Culture and Policy**
- A. School Culture
- B. Policy
- C. Diversity
- D. Parents and Community

Once evidence is collected and evaluated by Category, each module receives a final score based on overall performance across the Categories using the rubrics described below.

| Score 3 (Pass) | Responses, taken together, provide evidence that is clear, consistent and convincing in the appropriateness, depth, and breadth with which the candidate responds to the prompts assigned, incorporates references to all materials provided, and addresses relevant aspects of the School Leader Categories. |
| Score 2 (Minimal Pass) | Responses, taken together, provide evidence that is clear but may be uneven in the appropriateness, depth, and breadth with which the candidate responds to the prompts assigned, incorporates references to all materials provided, and addresses relevant aspects of the School Leader Categories. |
| Score 1 (Conditional Fail) | Responses, taken together, provide evidence that is limited in the appropriateness, depth, and breadth with which the candidate responds to the prompts assigned, incorporates references to all materials provided, and addresses relevant aspects of the School Leader Categories. Responses to some prompts may be quite brief or general, may present some inappropriate or irrelevant information, or may be missing. Overall, responses may provide some suggestion of an understanding of the issues/problems involved and ways to address them that reflect relevant aspects of the School Leader Categories, but taken together the responses provide evidence that is limited in appropriateness, depth, and breadth. |
| Score 0 (Fail) | Responses, taken together, provide little or no evidence that the candidate understands implications of the relevant School Leader Categories for identifying problems inherent in the situation and creating an action plan and evaluation/communication plan. Responses are so inappropriate and/or so undeveloped, unclear, or vague that they fail to demonstrate even limited ability to respond to the prompts assigned, incorporate references to all materials provided, and address relevant aspects of the School Leader Categories. |
SAMPLE RESPONSES:
SCHOOL IMPROVEMENT CASE STUDY MODULE

The following are examples of responses by administrator candidates to the School Improvement Module. The score assigned to each sample is written above the response. An italicized explanation of how the score was derived is included at the end of the response. One example is provided at each score point.

Sample Response “3” – PASS

Question 1: Describe two significant issues/problems that impact teaching and learning presented in the scenario, the Strategic School Profile, and the other documents considered together. Describe each of the two issues/problems in detail, supporting your response with specific references to the Strategic School Profile and other documents, and explain specifically how each issue impacts teaching and learning.

A number of significant issues/problems are impacting student learning presented in the documents provided. One issue is a division between stakeholders as to the vision and goals of Cedar High School. This difference influences how students are being taught and what they are taught. The second issue is the lack of engagement of a significant number of students reflected in the high dropout rate and the number of students who work outside of the school day. The division among stakeholders and the lack of student engagement affect teaching and learning at CHS.

The SSP provides data that indicate that Cedar High School is not meeting the needs of all its students. While the majority of students (85.1%) go on to higher education (reasonably in line with the DRG and higher than the state), the dropout rate is an alarming 6.2% - much higher than the DRG. The percentage of students identified as receiving compensatory education is 13.1% in comparison with 2.3% for the DRG and 5.3% for the state. In addition, the percentage of students taking math/science courses is significantly lower than the DRG. Also, 30.4% of CHS students work more than 16 hours per week which is more than the DRG and state. These numbers indicate a lack of challenge in the curriculum and the need for improvement of teaching and learning at CHS.

The letter from the Director of Pupil Services states that there are downward trends in students attending college, and test scores are declining. The Director also claims that the majority of resources are directed to the academically “elite” students. Resources may not be directed to the other areas of need. Almost 30% of the students require/receive special resources. The school may not be meeting their needs through the programs as they are currently designed.

The faculty has a different view. They refer to higher education needs and positioning of students. Over 40% of the students currently take AP courses and their needs must be met. The Faculty Council in its memo expresses great concern about what will happen if class rank and quality points for honors courses are eliminated.
The division among stakeholders impacts teaching and learning. The school does not have a shared vision and while each group protects its own domain, or the status quo, the students’ needs are placed on the back burner. The dropout rate is high; fewer students are taking math/science classes, and many students work outside of school. Test scores in the math/science areas (CAPT and SAT) are lower than the DRG, and in case of the math SAT, lower than the state. Are the best teachers assigned to honors courses? If so, some students may be missing out on innovative and creative teaching methods. Not having high expectations for all students, having a bias as to students’ abilities and interests, and assigning personnel unevenly will result in lower student achievement as evidenced by poor math scores.

As to the second issue, student learning will be affected if students spend a significant portion of their time working outside of the school day, and if school is not their number one priority. With 30.4% of the school’s students working more than 16 hours per week, time spent on studying declines. Participation in extra-curricular activities that often tie students to school will also decline. All students’ interests need to be maintained at the highest level. Each student must be made to feel valued and accepted and must be given the chance to demonstrate what they know. Students’ lack of connection to school may also contribute to the dropout rate (6.2%). The staff at CHS is somehow ignoring the data concerning the lack of engagement for a significant number of Cedar High School students.

**Question 2: Based upon your vision of effective school leadership, what actions would you take, whom would you involve, and what additional information would you seek in addressing these issues/problems in a way that would have a positive impact on student learning? What is your rationale for each action taken?**

Without multiple sources of reliable data, stakeholder trust will be low and it will be hard to bring about change. With appropriate information, an accurate identification of problems can occur and a solution can be reached. If the true problems are not identified, solutions will be worthless and my credibility as a leader will be in jeopardy. We need to review SSP’s (3-5 yrs) to pinpoint problem areas.

Additional data needed:
- The socioeconomic trends in the Cedar High School community
- Scores from comparable DRG’s and the state
- Student dropout rates with info about why students are leaving CHS
- Guidance procedures

New data would allow me to determine if changes need to be made into curriculum, instruction, assessment and professional development.

As principal I need to observe and evaluate instruction to determine whether students’ needs are being met in all classrooms and provide teachers with feedback. I need to determine the criteria being used to group students and assign them to various levels/courses, and whether the proposed changes regarding class rank would benefit students. By monitoring which teachers are assigned to classes/levels, reviewing the grouping criteria, and observing classes, I would gain a better understanding of the perceptions and practices.
The first step for creating a school improvement plan would involve the gathering of data, including:

- current staffing and assignments
- the curriculum’s alignment with state and national standards
- current state of CHS’s curriculum, instruction, and assessment practices
- current formative and summative assessments
- professional development offerings on instructional strategies
- college responses to applicants from schools without class rank
- the skills employers expect from CHS graduates

I would ask guidance counselors to research effective programs which reduce dropout rates and serve the needs of students who are not connected to the school. They also would survey and meet with students who are at-risk and/or who work after school. Counselors would conduct interviews of college admission personnel to determine whether the proposed changes in policy will indeed affect the ability of students to receive college acceptance. They would also interview potential employers to determine needed job skills. Once these skills are identified, we can begin to incorporate them into a system-wide curriculum review that will provide courses that are relevant and meaningful to all students. A curriculum that is aligned with state frameworks and is designed to support the vision of the school will be continually monitored and assessed ensure that the courses are meeting the needs of students and addressing our goals.

A variety of people need to be involved in the development of a school improvement process that involves the review of relevant data, addresses identified needs, and creates a shared vision. Representatives of parents, teachers, administrators, students, employers, and the community will comprise the steering committee for school improvement efforts. As principal I would meet with the faculty to discuss all the issues and inform them that we will address these issues during the year. Next I would discuss this with students who represent various grades and levels at CHS. I also would inform all parents, business leaders, and community leaders of our plans to improve the school.

Once a school improvement plan is established I would provide a professional development program to help teachers understand that all children need quality teaching and to give them support in developing lessons that reach all students.

Topics for the on-going P.D. would include:

- using student performance data to improve curriculum and instruction
- curriculum review and development plan
- effective teaching strategies (i.e., differentiated instruction, multiple intelligences)
- multiple assessment strategies
Question 3: How would you evaluate the effectiveness of the actions taken? What processes would you use, what people would you involve, and what specific criteria would you use to evaluate the effectiveness of these actions?

Multiple criteria would be used to determine the effectiveness of our efforts including:
- development of a unified vision and goals
- a comprehensive curriculum designed to meet student needs
- improved classroom instruction
- positive teacher responses to change
- changes in course selection patterns
- increases in student participation in extracurricular activities
- improved student scores on standardized tests and common exams
- decrease in the dropout rate
- positive responses to school satisfaction surveys from students and parents
- college acceptance data

Teacher instruction will be key to improved student learning. We will need to determine if new teacher assignments lead to more excitement and an increase in learning. Classrooms will be more dynamic places where students are engaged in their work and learning is meaningful. Student participation in problem definition, data-gathering and goal-setting will be important to document, along with who actually became involved in the change process. More students will be involved in the school through activities and meaningful jobs supported by the curriculum. Also, teacher attendance will improve—an indication of improved staff morale.

Reviewing SSP and other data such as standardized test scores, report card grades, pupil attendance, college acceptance data, surveys of employers and graduation rates will tell us if we are on the right track.

Different levels of staff, parents, students and business and civic leaders must continuously track the data and identify areas in need of further refinement. A review of our vision and goals will be ongoing to ensure that all stakeholders agree. Teaching and learning at Cedar High School must meet the needs of all students and the school improvement plan must be modified to meet future needs. The issues facing the school are greater than the issue of rank/honors credit. The lack of engagement in school and the dropout rate reveal issues with curriculum and instruction that will be addressed through the SIP. Modification to curriculum, instruction, and assessment strategies will enable CHS to meet the needs of all students.
Scoring Summary of a Pass Response:

The candidate’s responses to the questions were clear, convincing and consistently supported in appropriateness, depth, and breadth as they related to the four school leader categories. Overall responses included reference to documentation followed by ideas linked to student success. In Category 1: Knowledge of Learners, the candidate provided evidence of a clear understanding of the importance of developing an educational program that addresses the needs of all students, the fact that all students can learn, the need for students to be engaged in the life of the school, and how conditions outside the school affect learning. In Category 2: Knowledge of Teaching and Learning, the candidate provided convincing detail about aligning the curriculum to state standards and aligning teaching strategies to student strengths and needs. In Category 3: School Leader Vision, Goals, and School Improvement Practices, the candidate focused on developing partnerships with all relevant stakeholders in creating a school vision and goals, and engaging these stakeholders to assist in the development of a school improvement plan (SIP). In Category 4: School Leader Role in School Culture and Policy, the candidate clearly demonstrated an awareness of the impact school culture has on learning. There was a clear understanding of the role of the school leader in the change process and appropriate, specific tasks for each stakeholder group were assigned. Although the evaluation process appeared less developed, the candidate provided a response with depth and breadth that was cognizant of all constituencies.

Sample Response “2” – MINIMAL PASS

Question 1: Describe two significant issues/problems that impact teaching and learning presented in the scenario, the Strategic School Profile, and the other documents considered together. Describe each of the two issues/problems in detail, supporting your response with specific references to the Strategic School Profile and other documents, and explain specifically how each issue impacts teaching and learning.

Two significant issues that will impact student learning presented in this scenario are: (1) class rank and awarding extra points to GPA has created a two tiered system in this school and (2) changing this system will lower the standards that we want our students to achieve.

The premise that class rank and awarding extra points to the GPA has created a two tiered system in our school is a serious one. Honors classes should be created to challenge the abilities of those who can meet that challenge, but students in other classes work hard to achieve their grades and are worthy of the same points toward their class rank or GPA. We have a high % of students working more than 16 hours/week (30.4%). This can also impact their grades. We must also be certain that the faculty strives to meet the educational needs, and addresses the learning styles of all students. With our current practices a student’s grade could be more a reflection of our failure as instructors than his/her failure as a student.

The idea that class rank and/or extra points awarded to a GPA for an honors class may create a two tiered system is a significant concern. Above and beyond ranking, we are in the business of establishing a learning environment that allows all students to learn at their highest level. If these two issues impact the ability of even one student in this school system
to learn to his/her highest potential, we must consider what we already know about the selffulfilling prophecy. It is our obligation not to create that situation in our school.

A second significant issue facing us is the idea that we will lower our standards by eliminating extra points for honors courses and class rank. It is believed that students in our schools are frequently taking honors for the purpose of achieving the highest GPAs and thus the highest class ranks. That is understandable, given how competitive college acceptance has become. However, we shouldn’t lose sight of the purpose of education which is to learn so that one can be a productive member of society in the future. If we change our standards by eliminating extra points and class rank, perhaps we can create more well-rounded individuals who are more interested in learning than their grades and rank. Our message should be that learning is a life skill, and that all learning, even in PE, art, and music, is valued. If that message can be given, fewer students will be likely to feel that standards have been lowered by eliminating class rank. They will be more inclined to understand that the real standard is their own standard for how much they wish to learn.

Most often students are selected for honors sections as a result of tests, past performance, or other standardized instruments. These same students will, without question, achieve the highest GPA and ranks. Unfortunately, these students may not be the most motivated learners or even the most knowledgeable.

**Question 2: Based upon your vision of effective school leadership, what actions would you take, whom would you involve, and what additional information would you seek in addressing these issues/problems in a way that would have a positive impact on student learning? What is your rationale for each action taken?**

All the parties involved will need to be part of the process of addressing these issues. Faculty, administrators, students, parents and the general community will need to actively participate.

Focus groups including all of the above mentioned parties will be essential. It is crucial to get a feel for the real fears that all these people have in regard to these issues. Additionally, everyone needs to be able to talk and be listened to. This process will necessitate hours of time on the part of the participants and the facilitators. The only way to make any change that will be productive will be to involve individuals in the process, let them be heard and to create the new vision together. The bottom line is to provide better education for all.

Research on school communities that have eliminated these elements of class rank and the two tiered system will be essential. If there is a district in our region that has made the decision to eliminate class rank and extra points perhaps constituents can go there to see how it works, and at the very least, representatives can come here to give us info. Also, we might think about redesigning the curriculum so that courses will be available and open to all. By placing kids of differing ability levels in the same class, the smarter students can work with slower ones in cooperative groups so all benefit. To do this, of course, teachers will have to be sent to workshops to learn about new ways of delivering instruction to a diverse group of students.

The rationale for eliminating class rank and extra points is to improve education for all students. My vision is that an effective leader can provide an environment where all students learn (no throwaways), that they are all respected and taught in ways that
accommodate their learning styles, and are given compensatory strategies for skills that are identified as weaknesses.

An effective leader must create an environment where all students are respected, all faculty are respected, and the community is respected. The emphasis on grades, as we know it, does not really give us good information about what exactly kids do and don’t know. That is the important information. GPA, class rank, etc. are not the important pieces here.

**Question 3: How would you evaluate the effectiveness of the actions taken? What processes would you use, what people would you involve, and what specific criteria would you use to evaluate the effectiveness of these actions?**

To determine the effectiveness of my actions I will create questionnaires and surveys. I will have focus groups with break-out sessions to address the questions and concerns that have surfaced. The data that will be collected from these actions will be important for future plans.

Additional important data will be collected that will examine the student performance on all of the tests throughout the year. The comparison of this data to previous test scores will be essential in determining the impact of my actions. I will also evaluate the effectiveness of my actions by the students. I will interview them, their parents and teachers. If they are also happy with the process, then I have accomplished what I set out to do. I will listen to them personally or they can address me anonymously to help this evaluation process.

**Scoring Summary of a Minimal Pass Response:**

*In general, the candidate’s responses to the questions were clear, but lacked sufficient depth and breadth of development. The candidate expressed an awareness of most of the elements found in each of the four Categories, however, the responses were generally uneven and rarely as convincing or as detailed as the level ‘3’ response. Some statements were linked to specific student needs and critical issues. Other statements were unsupported and neither linked nor clarified. In Category 1: Knowledge of Learners, the candidate provided evidence of clearly understanding the importance of pupil motivation, standards, and how the school environment impacts student learning. In Category 2: Knowledge of Teaching and Learning, the candidate provided evidence that was somewhat uneven in depth and breadth regarding knowledge of instructional strategies and the positive use of assessment. In Category 3: School Leader Vision, Goals, and School Improvement Practices, the candidate appropriately focused on developing partnerships with relevant stakeholders in creating a school vision, however did not provide detail or specificity on how this partnership would create a vision or goals for the school. In Category 4: School Leader Role in School Culture and Policy, the candidate clearly demonstrated an awareness of the impact school culture has on learning, but was less detailed about how to bring about necessary changes.*
One significant issue is whether the academic climate at Cedar High supports the mission of the Cedar School District. The superintendent’s memo articulates a mission or vision, which offers a rigorous academic program to meet the “diverse individual needs of each of the pupils.” As the superintendent points out in paragraph #3 of his/her letter, one key characteristic of such a program would be a shared belief (by teachers and students) that every class is challenging and worthwhile and that every student can achieve. The second issue is the lack of agreement among stakeholders on measures of performance that would indicate that the program is meeting the individual needs of each of the pupils.

Cedar High has an unusually high percentage (30.4%) of students who are working more than 16 hours per week as noted by the newspaper. However, the SSP shows that the percent of students who are poor, as measured by free lunch, is unusually low (1.1%). Another outstanding number is the incredibly high number and percentage of students in compensatory education.

Whether the academic climate of Cedar High School is successfully driving the mission impacts student learning in the following ways:

It is a leader’s job to determine if the academic program successfully supports the mission and impacts student learning. The academic program will support the mission if all teachers are offering a rigorous academic program and if the diverse individual needs of all students are being met.

The second significant issue is to agree on measures of performance to determine the effectiveness of the district’s program (supporting the mission or vision) and the affect on student learning. To meet individual needs as intended in the mission, every pupil needs to achieve, regardless of their diverse needs and learning styles.
Question 2: Based upon your vision of effective school leadership, what actions would you take, whom would you involve, and what additional information would you seek in addressing these issues/problems in a way that would have a positive impact on student learning? What is your rationale for each action taken?

Regarding issue #1, I would create a ‘Mission Team’ comprised of volunteer parents, students, teachers and community members. This team would schedule several meetings to accurately develop a clear ‘picture’ of the current academic program. Based on their report, I would share my preliminary views with the superintendent, and start the process of developing new and more rigorous programs that better support the mission. My discussions with the superintendent would occur simultaneously with discussions with my staff requesting that they provide ideas for improving the academic program to better meet the needs of all students. Staff would also be working in teams with all stakeholders (parents, students and community members) to develop specific measures of performance to determine the effectiveness of their improved and more rigorous academic program.

While these meetings are taking place, I would meet with students in the Compensatory Education program and teachers in that program to find out what their needs are. The students in these classes may be bringing down the CAPT scores, attendance, and physical fitness. I would find a key staff member or two to work on specifically supporting the individual academic needs of these students.

A student survey of each grade and recent graduates would also provide helpful data.

I would also consider writing a letter to the community to introduce myself and my vision for how the school can offer a program that challenges all students to succeed.

The teachers at CHS are vital members of the school community. I will need to understand how changes in ranking and grading policy will affect their ability to teach each student. As a leader, I need to acknowledge their input regarding the academic program. Teachers contribute to our excellent state test results. School CAPT scores compared to state scores are excellent despite the high number of compensatory students.

Question 3: How would you evaluate the effectiveness of the actions taken? What processes would you use, what people would you involve, and what specific criteria would you use to evaluate the effectiveness of these actions?

To evaluate my actions I would schedule a series of follow-up meetings with the Mission Team and send surveys to gather input from other stakeholders in the school community (parents, students, teachers and community members who are not a part of the Mission Team).
I would want answers to the following questions:

- Is our new more rigorous academic program better meeting the needs of each of our diverse learners?
- Have teachers improved their classroom instruction to address all pupils learning styles and diverse needs?
- Are the measures of performance developed by the Mission Team effectively evaluating the academic program?
- Have our CAPT scores improved?
- Are the compensatory education students doing better on the CAPT?
- Are attendance and physical education scores better for the Compensatory Education students?
- Does the community feel that I have done a good job communicating my vision for success for all students?

I would discuss CAPT scores, the feedback from these meetings, and survey results with the superintendent. Based on these discussions I would develop a follow-up School Improvement Plan (SIP) that would continue to support the mission of Cedar High School.

**Scoring Summary of a Conditional Response:**

The candidate’s analyses, plans, and actions provided evidence of limited understanding of the Standards for School Leaders. This performance may have been the result of the candidate’s failure to use all the information provided. Information provided was frequently a repetition of the documents with superficial analysis and elaboration. While there was some reference to data found in the SSP and a quote from the Superintendent’s memo, other sources of data were not addressed. As a result many key issues were misidentified.

*In Category 1: Knowledge of Learners,* the candidate discussed learners in a very superficial way. Continuously referred to diverse needs of learners without analysis or specificity regarding their needs. *In Category 2: Knowledge of Teaching and Learning,* the candidate provided little or no evidence that suggested an understanding of academic standards, curriculum, instruction or assessment. Continuously referred to a rigorous academic program to meet the needs of diverse learners without a process to develop the program or provide professional development for teachers. Overall response had a lack of depth, breadth, elaboration or understanding regarding School Leader Standards for teaching and learning. *In Category 3: School Leader Vision, Goals, and School Improvement Practices,* the candidate discussed the change process in a limited way. Cited plans to involve all stakeholders without elaboration.

*Did not demonstrate an understanding of the role of the school leader in the change process.* Analysis of the problem and the development of a plan for improvement are delegated to teachers and stakeholder groups. *In Category 4: School Leader Role in School Culture and Policy,* the candidate did show a willingness to examine the opinion of others, however did not demonstrate understanding of the role of the school leader in school culture and policy. Overall candidate response is unclear, undeveloped and limited in depth, breadth and appropriateness.
Sample Response “0” - FAIL

Question 1: Describe two significant issues/problems that impact teaching and learning presented in the scenario, the Strategic School Profile, and the other documents considered together. Describe each of the two issues/problems in detail, supporting your response with specific references to the Strategic School Profile and other documents, and explain specifically how each issue impacts teaching and learning.

The two issues presented in this situation are basically these: First, we have a school that has a history of providing quality learning for students that has enabled them to get into good colleges and be successful. Now, some want to change the school and not everyone agrees. Second, students are working a lot of hours after school and this leads to a lack of interest in school and poor grades. In addition, the Board of Education wants to eliminate class rank and get rid of all honors classes like top track English and AP math. The superintendent wants to meet with me about all this and now I have to plan what my ideas are. This might sound pretty simple but there is a lot involved. First, I only have about two weeks to get ready for the meeting on top of all my other responsibilities. So the first step is to delegate some of my less important jobs to my assistant or my secretary. Next, I have to prioritize my tasks. For example, it looks like there will be a lot of changes so there is no use in doing the school schedule or hiring a lot of teachers until I find out what’s going on.

The first issue impacts student learning because in order for students to do well in school they must believe that everyone agrees what is best for them. If teachers are arguing with each other and people start to question what they are doing, it leads to a lack of confidence that the students have in teachers. When this happens they will just stop doing their work and probably a lot of them will start dropping out. This really begins a major PR problem when the SSP comes out. Right now things look pretty good in the school: grades are up, attendance is not bad, and students are doing good on the SAT, etc. All this will go down hill fast. People will start to see more dropouts, poor test results, and they will start wondering what I am doing and how effective I am as the school leader.

The second, students working after school, is not good. Research has shown that this has a real negative influence on homework and sleep. Students who come to school unprepared and tired are going to fail. It sounds like there is not enough going on in school to keep them busy. Maybe I should get teachers involved to start clubs and rec programs that would keep the kids off the street. Also, why do they need all this money? Is this a symptom of a drug problem? Someone should really find out what is going on before the problem just gets worse. When drugs enter the school, violence comes with it. As principal, I would stop this before it spreads. I would involve the police in setting up undercover operations and locker searches to be sure our school is clean. Drugs have no place in the school and I am sure that parents will come on board fast to support any action I take to address this problem. This would be an ideal time to get parents involved and meet with them to discuss the problem and tell them what I intend to do about it.
Question 2: Based upon your vision of effective school leadership, what actions would you take, whom would you involve, and what additional information would you seek in addressing these issues/problems in a way that would have a positive impact on student learning? What is your rationale for each action taken?

Based on my vision of effective school leadership, the action I would take, the people I would involve, and the additional information I would seek in addressing these issues that would have a positive impact on student learning are these. The first thing I have to do is get the faculty together and tell them that we all have to get on the same page. We’re all in this together, for the kids, and we should focus on meeting their needs. I would get a couple of them to come to my office so we could develop a mission statement that everyone would believe in. This would then be part of a big PR program so everyone knows we are committed to giving every student the best possible education.

Next is resolving the work problem. Here I would talk to the employers and tell them that this isn’t fair to the students and what an impact it is having on their schoolwork. Maybe if we had more after school activities, the students would rather stay in school than go to work. Maybe the way to go here is start some work study programs so that students could actually get school credit for their jobs. That would keep the kids happy and the employers. Plus, it would get these kids out of school for part of the day and get them ready for a career. This would free up space for some of the more academic programs like math and science. This would really send out the message that we are focusing on academics and providing the best opportunities for our gifted students.

Question 3: How would you evaluate the effectiveness of the actions taken? What processes would you use, what people would you involve, and what specific criteria would you use to evaluate the effectiveness of these actions?

How would I evaluate the effectiveness of the actions taken? What processes would I use, what people would I involve, and what specific criteria would I use to evaluate the effectiveness of these actions? Really, I wouldn’t have to do much. When the SSP comes out, that will tell everyone how effective I was as a school leader. However, after doing the things in Question 2, I would evaluate the situation by polling the teachers, parents, and students to get a feeling about the school climate. Involving all of them is important so that they feel they are all part of the team and their feedback is important. I’m confident that after I get rid of the drug problem, focus on academics, and make sure kids are happy in their jobs, people will have a much better feeling about the school and the job I’ve done, and this will really improve school climate.
Scoring Summary of a Fail Response:

This response lacked evidence that the candidate understood the significant issues or could adequately explain how they impacted teaching and learning. There was evidence that the candidate misread or failed to read all of the documents and had limited understanding of the Standards. In Category 1: Knowledge of Learners, the candidate discussed the impact school climate has on pupil learning in a very limited way and appeared to have little understanding of the issues expressed in the scenario. Relating after school work to a drug problem is not supported by any evidence and is an inappropriate assumption. In Category 2: Knowledge of Teaching and Learning, the candidate did not adequately address any aspects of the Standards for School Leaders relating to teaching and learning. In Category 3: School Leader Vision, Goals, and School Improvement Practices, the candidate did involve faculty, but in a top down superficial way. In Category 4: School Leader Role in School Culture and Policy, the candidate provided very limited evidence to demonstrate awareness of the school leader’s role in culture and policy. Lack of clarity, inappropriate assumptions, lack of development and brevity combine to make this a fail response.
Connecticut Administrator Test (CAT)

Assessment Accommodations for Candidates with Disabilities

Individuals with diagnosed disabilities (recognized under the Americans with Disabilities Act [ADA]) may need to request special accommodations to successfully complete the Connecticut Administrator Test. The assessment administrator (EASTCONN) and the Connecticut State Department of Education (CSDE) are committed to providing reasonable accommodations that are appropriate given the purpose of the assessment, do not fundamentally alter the constructs being tested (AERA, APA, NCME, 1999, *Standards for Educational and Psychological Testing*), and do not impose an undue burden upon the assessment administrator.

Timelines for Requesting Accommodations:

The *Application for Accommodations* form, along with complete supporting documentation, must be submitted no later than one month prior to the test date in order to be considered. Each request will be reviewed on a case-by-case basis. Candidates will be notified of the results of the review for accommodations by one week prior to the test date.

Criteria for Supporting Documentation must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a:

- clear statement of the diagnosed disability or disabilities;
- description of the evaluation tests or techniques used;
- description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities);
- current diagnosis – i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and
- description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Please complete the *Application for Accommodations* form and return along with supporting documentation to: Nancy Jagaczewski at EASTCONN, Bldg. #1, 3rd Floor, 322 Main Street, Willimantic, CT 06226.

If you have questions please contact Nancy Jagaczewski at 1-888-531-9910 or email her at njagaczewski@eastconn.org.
Connecticut Administrator Test (CAT)

Application for Accommodations for Candidates with Disabilities to Successfully Complete the Connecticut Administrator Test (CAT)

Name: __________________________________________________________

Social Security Number: ____________________________________________

Requested Test Date: __________________________ Requested Test Site: __________

Day Phone Number (Voice/TTY) and/or Cell Number: __________________________

Fax Number: __________________________ Email Address: ______________________

Describe why the accommodation(s) are necessary: ________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Nature of your disability: ________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Date for first diagnosis of disability: _______ Month _____ Year

Date of most recent evaluation: _______ Month _____ Year

Have you received accommodations within the past 5 years in your employment ________ Yes ______ No

If yes, please list the accommodations received: ________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Verification Statement to be Signed by Applicant

I attest to the fact that the information recorded on this application is true, and if this application (and supporting documentation) is not sufficient, I agree to provide any additional information or documentation requested in order to evaluate my request for accommodations. If I am requesting to use any assistive device(s), I am familiar with their use.

I understand that all information that is necessary to process this application must be available to EASTCONN no later than one month prior to the test date to provide time to evaluate and process my request for accommodations. I acknowledge that EASTCONN reserves the right to make final determination as to whether any requested accommodation is warranted and appropriate.

I further understand that EASTCONN reserves the right to withhold or cancel the results of my assessment if it is subsequently determined that, in EASTCONN’s judgment, any information presented in this application or supporting documentation is either questionable, inaccurate, or used to obtain accommodations that are not necessary.

_________________________________________  __________________________
Signature of Applicant                      Date

Please submit this request **no later than one month prior to the test date.** Your request will be reviewed by the CAT Review Committee and a written decision will be provided to the applicant within one week of the test date.*

*Please attach supporting documentation to this application.*
APPENDIX A

CONNECTICUT STANDARDS FOR SCHOOL LEADERS

Complete copies of the 12 Connecticut Standards for School Leaders and their supporting statements are contained on the following pages.
STANDARDS FOR SCHOOL LEADERS

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

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

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

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

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

VI. School Culture
The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.
VII. Student Standards and Assessment
The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII. School Improvement
The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.

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

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

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

XII. School-Community Relations
The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.
I. The Educated Person
The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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

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

Performances
The school leader
- develops a vision of the educated person; shares that vision with the school community; and works with parents, community members, staff, and students to create a shared vision of the educated person.
- ensures that the school’s vision of the educated person informs staff development and is incorporated into the criteria for evaluating teacher performance and school programs.
- works with staff, parents, and students to translate the school’s vision of the educated person into school goals and student standards.
- demonstrates sensitivity to and respect for all cultural groups.
- works with parents and staff to identify the connection between the school’s image of the educated person and a knowledge of contemporary learning theory.
- models the school’s image of the educated person and insists staff to do the same.
II. The Learning Process
The school leader possesses a current, research and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning.

Knowledge and Skills
The school leader

- understands how to transform research regarding learning into practices that are effective within the individual school context.
- understands that the motivation to learn arises from one’s internalized goals, needs, and aspirations.
- understands that learners play a highly active role in developing (constructing) their own knowledge and meaning.
- understands the considerable variation among learners both in their cognitive processing and in the time they require to achieve identified outcomes.
- realizes that knowledge results from student interactions with others, and that student understandings are influenced by the understandings of others.
- understands that intelligence is not a single construct and that students will often possess strengths in specific areas of human activity and will learn in those areas more readily than in others.

Dispositions
The school leader

- believes that all students can attain high levels of achievement.
- is committed to using students’ strengths and failures as a basis for growth and as opportunities for learning.
- respects the unique qualities of each learner, and is committed to helping each of them develop self-confidence and competence.

Performances
The school leader

- stays current with research and theory regarding learning and motivation.
- encourages students to assume responsibility for their learning.
- works with teachers to create a variety of formal and informal opportunities for teachers to further develop their understanding of the learning process and to examine the implications of the learning process for teaching.
- works with teachers to assess individual and group performance in order to design instruction that meets learners’ current needs and that leads to higher levels of development.
- and staff provides students with opportunities for active engagement and testing of ideas.
III. The Teaching Process
The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers’ reflection on the impact of their professional beliefs, expectations, and practices on student learning.

Knowledge and Skills
The school leader

- understands how learning occurs – how people process information, acquire skills, and develop thoughtful, inquiring minds – and the implications of the learning process for effective teaching.

- understands human growth and development and its implications for instruction.

- understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group instruction, independent study, interdisciplinary learning).

- understands adult learning and motivation theory (the role of needs, aspirations, and goals in stimulating action) and the implications of this theory for promoting teacher reflection and growth.

- is familiar with research on teaching.

Dispositions
The school leader

- values critical thinking and self-directed learning.

- is committed to providing opportunities (e.g., time) for ongoing teacher reflection.

- is committed to the continuous development of individual teacher abilities.

Performances
The school leader

- uses appropriate strategies to promote the continuous development of individual teacher abilities.

- works with staff to design professional development activities that improve teaching and learning.

- actively involves staff in the exploration of effective instructional strategies.

- uses the evaluation process to promote teacher reflection and growth.

- establishes a climate of collegiality and cooperation where staff accept collective responsibility for improved teaching and learning.

- works with teachers to implement a variety of formal and informal assessment techniques to enhance teachers’ knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies.
IV. Diverse Perspectives
The school leader understands the role of education in a pluralistic society, and works with staff, parents, and community to develop programs and instructional strategies that incorporate diverse perspectives.

Knowledge and Skills

The school leader

• understands diversity to include diversity to include special needs (physical, cognitive, social and emotional), linguistic, cultural, gender, generational and socioeconomic status, and its impact on learners.

• understands the various cultural, ethnic, gender, linguistic, political, and generational perspectives of members of the school, community, state, and nation.

• understands current social, cultural, and economic issues in society.

• understand and anticipates issues of diversity and their impact upon the design of curriculum and strategies for instruction.

• understands and anticipates the effects of curricular and instructional decisions for the various members of the school community.

• understands the social and cultural backgrounds of linguistic minorities and the programmatic needs of these students.

Dispositions

The school leader

• values cultural diversity within the school and community as an asset to the instructional program.

• is committed to the belief that all children can learn and has high expectations for their achievement.

• is committed to considering diverse perspectives as part of the decision-making processes.

Performances

The school leader

• provides professional development experiences that help staff understand diverse cultures in our would, community, and school.

• involves the staff in developing activities and curricula representative of diverse cultural groups.

• works with staff to incorporate multiple perspectives into the school curricula.

• involves the staff in creating, implementing, and assessing relevant programs for diverse groups.

• works with staff, students, parents, and the community to provide experiences that promote sensitivity toward diverse perspectives.
V. School Goals
The school leader actively engages members of the school community to establish goals that encompass the school’s vision of the educated person and develops procedures to monitor the achievement of those goals.

Knowledge and Skills
The school leader
• possesses a vision of the future state of the school.
• understands how change occurs in organizations, and how to plan for the implementation of change.
• understands the implications of the school’s vision of the educated person for the development of school goals.
• understands how to identify and analyze multiple sources of data to determine progress toward school goals and to inform staff of actions that are needed to enhance goal attainment.
• knows how to write school goals that identify the discrepancy between desired outcomes and what is currently being accomplished.

Dispositions
The school leader
• values school community agreement regarding school goals while allowing for disagreement.
• is committed to using formal and informal assessment strategies to monitor progress toward school goals.
• believes that goals need to be valued in order for substantive change to be sustained.

Performances
The school leader
• engages members of the school community in establishing goals that support the school’s vision of the educated person.
• actively involves the school community in the exploration of instructional and programmatic alternatives that have the potential to enhance goal attainment.
• employs multiple assessment strategies to monitor progress toward school goals.
• employs multiple strategies to promote individual commitment to school goals.
• employs multiple assessment strategies to monitor progress toward school goals.
• incorporates school goals into teacher appraisal objectives.
• incorporates school goals in the planning of professional development activities.
VI. School Culture
The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.

Knowledge and Skills

The school leader
- understands the value of a vision of the educated person and clear school goals for shaping a school culture that is focused on student learning.
- understands the need to engage members of all constituent groups in the pursuit of school goals.
- possesses current understandings of learning theory and teaching.
- possesses multiple strategies to influence school culture, including goal clarification, reduction of teacher isolation, staff development, and the sharing of power and responsibility.

Dispositions

The school leader
- believes that school culture has an impact on learning.
- values the participation and collaboration of members of the school community to establish a climate of reflection and learning and to improve the over-all learning environment for students.
- values norms of collaboration and collegiality in the pursuit of school goals.

Performances

The school leader
- uses current understandings of teaching and learning as a basis for establishing an ongoing dialogue regarding the school mission and goals.
- engages members of groups representative of different interests in the school to promote school goals and establish a common, underlying school purpose.
- works with school constituents to enhance aspects of the school culture that promotes student learning.
- helps the staff develop shared values that create a positive school climate of openness, mutual respect, support, and inquiry.
VII. Student Standards and Assessment

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

Knowledge and Skills

The school leader

- is familiar with contemporary curriculum frameworks and current national and state discussions about standards for student learning.
- understands curriculum design models, including how to plan and implement a framework for instruction and how to align curriculum with anticipated outcomes.
- understands the implications of the school’s vision of the educated person for the identification of academic standards for students.
- knows how to involve staff and community in the identification and development of standards for student learning.
- understands that ongoing assessment is essential to the instructional process.
- understands the attributes and applications of sound student assessment and possesses multiple strategies to monitor student progress.

Dispositions

The school leader

- believes that all children can learn intellectually demanding curriculum.
- is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
- believes that setting intellectually demanding standards is critical to improving the learning of all students.
- is committed to using student learning as the basis for evaluating school success.

Performances

The school leader

- with the school community, develops rigorous academic standards for student performance.
- works with teachers to assess student individual and group performance.
- works with staff to implement multiple assessment strategies to monitor individual and group progress.
- promotes practices and programs that contribute to the achievement of academic standards by all students.
- ensures that all students make continuous progress toward academic standards.
VIII. School Improvement

The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.

Knowledge and Skills

The school leader

- understands how learning occurs – how people process information, acquire skills, and develop thoughtful, inquiring minds – and knows how to use instructional strategies that promote student learning.

- understands the major concepts, forces, and issues in program development, including the ways in which social, historical, and technological developments affect curriculum and instruction.

- understands major curriculum trends in multiple subject areas the reasons they have occurred, and the consequences for student learning.

- understands the attributes and applications of sound student assessment and how all the assessments within a school fit together to inform school program effectiveness and student performance in regards to valued learning outcomes.

- understands that ongoing assessment is essential to improving the instructional process and applies many different assessment strategies for that purpose.

- is familiar with current research on school improvement.

Dispositions

The school leader

- believes that all children can learn at high levels.

- believes that there are no “sacred cows,” and is willing to examine all assumptions, beliefs, and practices regarding school programs.

- is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

- values the participation and collaboration of members of the school community (professionals and parents) for the purpose of establishing a climate of reflection and learning for students.

- believes that students learn best when tracking is minimized.

Performances

The school leader

- ensures that all students make continuous progress toward academic standards.

- ensures that all groups of students, regardless of ethnicity or gender, achieve at high levels.

- works with staff to develop programs and incorporate practices that help all children reach high achievement standards.

- actively involves staff in the exploration of promising instructional and programmatic alternatives.

- uses student outcomes to inform decisions regarding the quality of programs for students and the appropriateness of professional development for staff.

- uses a wide range of sources of information as the basis for evaluating school improvement (e.g., parent/teacher involvement, attendance, classroom observations).

- and staff establish a school culture that values and promotes individual and collective reflection and learning.

- and staff design policies that contribute to the use of sound assessments at all levels, and use assessment results for student, teacher, program, and building-level improvement.
IX. Professional Development

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

Knowledge and Skills

The school leader

- is knowledgeable about pedagogy and current issues in multiple curricular areas.
- understands the need to create faculty ownership of school goals and to develop trust and self-esteem among staff.
- is aware of broad range of sources for professional development.
- understands adult learning and motivation theory.
- understands linkages and connections between and among events occurring in and outside of the school environment that enhance the learning process for teachers and students.

Dispositions

The school leader

- is committed to supporting the ongoing professional development of the school staff.
- recognizes the value of staff participation, collaboration, and commitment to the development and attainment of school goals.
- values staff members as expert sources of information and provide opportunities for faculty to learn from each other.

Performances

The school leader

- works with staff to create a plan for professional development activities that promotes staff growth and the achievement of school goals.
- provides a variety of opportunities for staff development.
- encourages staff to take responsibility for their own growth.
- uses student learning as the basis for evaluating the success of the professional development program.
- creates ongoing opportunities for staff to engage in discussion about teaching practice and school goals.
X. Integration of Staff Evaluation, Professional Development, and School Improvement

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

Knowledge and Skills

*The school leader*

- understands the interrelationships among staff selection, staff evaluation, professional development, and school improvement.
- understands how staff selection, teacher evaluation, professional development, and school improvement can support learning for students.
- understands the need to create faculty ownership of school goals and to develop trust and self-esteem among staff.

Dispositions

*The school leader*

- is committed to high levels of achievement for all children.
- recognizes and trusts the professional expertise of staff.
- believes that the quality of teaching and learning can be influenced by attending to staff selection, teacher evaluation, professional development, and school improvement.

Performances

*The school leader*

- works with staff to improve teaching and learning for all students by linking staff selection, teacher evaluation, professional development, and school improvement to student standards and school goals.
- promotes and reinforces a culture of staff collaboration and collegiality by sharing decision-making authority and delegating responsibility as staff pursue improved teaching and learning for all students.
- ties teacher evaluation objectives to school improvement needs, and supports school improvement and teacher development needs with appropriate professional development activities.
- holds teachers accountable for performance that supports the achievement of student academic standards.
- provides ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals.
XI. Organization, Resources, and School Policies

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

Knowledge and Skills

The school leader

- understands how the school organizational structure and resource allocation affect student learning and staff productivity.
- understands the policy process as having both official (formal policies) and unofficial (“hidden policies”) dimensions.
- understands how district, state, and federal policies and regulations are translated into school policies that are responsive to the local context.
- understands that district organization and resources of the superintendent’s office are important means of improving the teaching and learning process.
- can anticipate how policy options affect dimensions of quality, equity, and efficiency.
- is aware of the needs and characteristics of the various student subgroups, and understands how organizational structures, resource allocations, policies, and procedures affect each.
- understands the change process in the context of developing new organizational and resource configurations, policies, and procedures.
- knows state and federal laws and regulations related to education.

Dispositions

The school leader

- believes all students can learn and accepts the responsibility for ensuring each student is provided with challenging learning opportunities.
- believes that differences in achievement between subgroups of students are due to differences in opportunities to learn, and not to ability differences between groups.
- understands and is committed to developing organizational structures and allocating resources in a manner that improves student learning and staff productivity.
- is committed to developing policies and procedures that ensure that all students progress toward the school’s goals.
- believes that resources are for all the students in the school.

Performances

The school leader

- engages the school community in developing organizational structures, resource allocation, policies, and procedures that promote the achievement of all subgroups of students.
- shapes policies inherited from larger systems to maximize the attainment of school goals.
- engages in strategic planning to revise organizational structures and resource allocation to promote the attainment of school improvement goals.
- seeks the input of staff, parents, and community members in determining appropriate organizational structures and resource allocation.
- articulates the value premises and ethical principles that guide decisions in the policy arena.
- works to influence district, state, and federal policy.
- works within the parameters of regulatory requirements, district policies, and contractual obligations to promote the achievement of all students.
XII. School-Community Relations

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

Knowledge and Skills

The school leader

- understands that the role and interests of school and parents in the education of children can be both complementary and conflicting.
- understands the need and the means for building community support for the school.
- is aware of various levels of parental and community participation in the school.
- understands the power relationships within the school community.

Dispositions

The school leader

- believes that parent and community participation is critical to a healthy school culture.
- believes that opportunities for learning the school curricula are not limited to experiences inside the school walls.
- values the important and complementary contributions of staff and parents in the life of the school

Performances

The school leader

- works with staff and community to create and sustain a variety of opportunities for parent and community participation in the school.
- applies problem solving and mediation skills to sustain parental and community participation in the life of the school.
- accesses community resources for the benefit of the students.
- works with staff to develop means for parents to support students' learning.
- involves the community in evaluating the success of the school.
APPENDIX B

SCHOOL LEADER CATEGORIES

The Standards for School Leaders capture the major domains identified in *Defining Effective Leadership*. To complement the Standards for use in school leader preparation, professional development programs, and licensure assessments, four major Categories are used to organize the twelve standards. Each Category is composed of elements of knowledge; each element specifies kinds of actions and behaviors through which that knowledge is demonstrated. Each element is a direct reflection of the Standards and refers back to the Standard or Standards from which it came.

Complete copies of the four Categories and their supporting statements are contained on the following pages.
SCHOOL LEADER CATEGORIES

CATEGORY 1 – KNOWLEDGE OF LEARNERS
School leaders understand how stages of human development, backgrounds, understandings, abilities, attitudes, and interests impact learning.

A. UNDERSTANDING OF LEARNERS:
   1. The school leader understands that learners play a highly active role in developing (constructing) their own knowledge and meaning (S. II).
   2. The school leader understands that the motivation to learn arises from one’s internalized goals, needs, and aspirations (S. II).
   3. The school leader respects the unique qualities of each learner, and is committed to helping each develop self-confidence and competence (S.II).
   4. The school leader understands how learning occurs – how people process information, acquire skills, and develop thoughtful, inquiring minds – and the implications of the learning process for effective teaching (S.III).
   5. The school leader understands linkages and connections between and among events occurring in and outside of the school environment that enhance the learning process for teachers and students (S.IX).

B. STUDENTS AS LEARNERS:
   1. The school leader is committed to the belief that all students can learn and attain high levels of achievement (S. II, IV, VII, X, XI).
   2. The school leader believes that setting intellectually demanding standards is critical to improving the learning of all students (S. VII).
   3. The school leader believes that all children can learn intellectually demanding curriculum (S. VII).
   4. The school leader understands the considerable variation among learners both in their cognitive processing and in the time they require to achieve identified outcomes (S. II).
   5. The school leader values critical thinking and self-directed learning (S.III).
   6. The school leader understands that intelligence is not a single construct and that students will often possess strengths in specific areas of human activity and will learn in those areas more readily than in others (S.II).
   7. The school leader knows that the educated person is able to apply knowledge and understandings in new contexts to assess intellectual stances, make decisions, and solve problems (S.I).
   8. The school leader realizes that knowledge results from student interactions with others, and that student understandings are influenced by the understandings of others (S.II).
   9. The school leader believes that students can learn from other students of varying ability (S.VII).

C. TEACHERS AS LEARNERS:
   1. The school leader understands adult learning and motivation theory (the role of needs, aspirations, and goals in stimulating action) and the implications of this theory for promoting teacher reflection and growth (S. III, IX).
   2. The school leader is committed to the continuous development of individual teacher abilities (S. VII).

D. DIVERSITY OF LEARNERS:
   1. The school leader understands diversity to include special needs (physical, cognitive, social and emotional), linguistic, cultural, gender, generational and socioeconomic status and their impact on learners (S. IV).
   2. The school leader believes all students can learn and accepts the responsibility for providing each student with learning opportunities that challenge the learner to work toward his/her highest level of individual achievement (S. XI).
   3. The school leader views cultural diversity as an asset and opportunity (S. I).
   4. The school leader is committed to examining multiple perspectives regarding what it is to be educated (S.I).
CATEGORY 2 – KNOWLEDGE OF TEACHING AND LEARNING

School leaders understand teaching and learning processes, curriculum, assessment, professional development, and their interrelationships.

A. TEACHING & LEARNING:
   1. The school leader possesses an understanding of the relationship between learning theory and teaching for students including students with special education needs (S. VI).
   2. The school leader understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group instruction, independent study, interdisciplinary learning) (S. III).

B. CURRICULUM:
   1. The school leader is familiar with curriculum frameworks and national and state discussions about standards for student learning (S. VII).
   2. The school leader understands the implications of the school’s vision of the educated person for the identification of academic standards for students (S. VII).
   3. The school leader understands the rationale and development of major curriculum trends in multiple subject areas, and their implications for student learning (S. VIII).
   4. The school leader is knowledgeable about teaching practices and current issues in multiple curricular areas (S. IX).
   5. The school leader understands the major concepts, forces, and issues in program development, including the ways in which social, historical, and technological developments affect curriculum and instruction (S. VIII).
   6. The school leader believes that opportunities for learning the school curricula are not limited to experiences inside the school walls (S. XII).
   7. The school leader understands curriculum design models, including how to plan and implement a framework for instruction and how to align curriculum with anticipated outcomes (S. VII).

C. ASSESSMENT OF LEARNING:
   1. The school leader understands the attributes and applications of sound student assessment and possesses multiple strategies to monitor student progress (S. VII).
   2. The school leader is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities (S. VII).
   3. The school leader understands that ongoing assessment is essential to improving the instructional process and applies many different assessment strategies for that purpose (S. VII).

D. DIVERSITY:
   1. The school leader understands and responds to issues of diversity in the design of curriculum and strategies for instruction (S. IV).
   2. The school leader understands the social and cultural backgrounds of linguistic minorities and the programmatic needs of these students (S. IV).
   3. The school leader understands the need for the educated person to value diversity (S. I).
   4. The school leader values cultural diversity within the school and community as an asset to the instructional program (S. IV).

E. PROFESSIONAL DEVELOPMENT:
   1. The school leader is familiar with research on teaching (S. III).
   2. The school leader is aware of a broad range of sources for professional development (S. IX).
   3. The school leader understands how staff selection, teacher evaluation, professional development, and school improvement can support learning for students (S. X).
   4. The school leader is committed to supporting the ongoing professional development of the school staff (S. IX).
A. VISION AND GOALS:
1. The school leader understands how change occurs in organizations, and how to plan for the implementation of change (S. V).
2. The school leader is familiar with current research on school improvement (S. VIII).
3. The school leader possesses a vision of the future state of the school (S. V).
4. The school leader understands the implications of the school’s vision of the educated person for the development of school goals (S. V).
5. The school leader understands the value of a vision of the educated person and clear school goals for shaping a school culture that is focused on student learning (S. VI).
6. The school leader values the participation of members of the school community (staff and parents) in developing a common vision of the educated person and identifying the implications of that vision for students, staff, and the school’s programs (S. I).
7. The school leader values school community agreement regarding school goals while allowing for disagreement (S. V).
8. The school leader is committed to considering diverse perspectives as part of the decision-making processes (S. IV).
9. The school leader believes that goals need to be valued in order for substantive change to be sustained (S. V).
10. The school leader understands the need to engage the members of all constituent groups in the pursuit of school goals (S. VI).
11. The school leader understands the need to create faculty ownership of school goals and to develop trust and self-esteem among staff (S, IX, X).
12. The school leader recognizes the value of staff participation, collaboration, and commitment to the development and attainment of school goals (S. IX).
13. The school leader is committed to providing opportunities (e.g., time) for ongoing teacher reflection (S. III).

B. ASSESSMENT FOR SCHOOL IMPROVEMENT:
1. The school leader is committed to using student learning as the basis for evaluating school success (S. VII).
2. The school leader knows how to write school goals that identify the discrepancy between desired outcomes and what is currently being accomplished (S. V).
3. The school leader uses a wide range of sources of information as the basis for evaluating school improvement (e.g., parent/teacher involvement, attendance, classroom observations, etc.) (S. VIII).
4. The school leader understands how to identify and analyze multiple sources of data to determine progress toward school goals and to inform staff of actions that are needed to enhance goal attainment (S. V).
5. The school leader understands the attributes and applications of sound student assessment and how all the assessments within a school fit together to inform school program effectiveness and student performance in regards to valued learning outcomes (S. VII).
6. The school leader knows how to involve staff and community in the identification and development of standards for student learning (S. VII).
7. The school leader is committed to using formal and informal assessment strategies to monitor progress toward school goals (S. V).
A. SCHOOL CULTURE:
1. The school leader possesses multiple strategies to influence school culture, including goal clarification, reduction of teacher isolation, staff development, and the sharing of power and responsibility (S. VI).
2. The school leader believes that school culture has an impact on learning (S. VI).
3. The school leader values norms of collaboration and collegiality in the pursuit of school goals (S. VI).
4. The school leader values the participation and collaboration of members of the school community to establish a climate of reflection and learning and to improve the overall learning environment for students (S. VI).
5. The school leader is willing to examine all assumptions, beliefs, and practices regarding school programs (S. I).
6. The school leader recognizes and trusts the professional expertise of staff (S. X).
7. The school leader values staff members as expert sources of information and provides opportunities for faculty to learn from each other (S. III).

B. POLICY:
1. The school leader understands how district, state, and federal policies and regulations are translated into school policies that are responsive to the local context (S. XII).
2. The school leader understands the policy process as having both official (formal policies) and unofficial (“hidden policies”) dimensions (S. XII).
3. The school leader can anticipate how policy options affect dimensions of quality, equity and efficiency (S. XII).
4. The school leader believes that resources are for all the students in the school (S. XI).
5. The school leader understands and is committed to developing organizational structures and allocating resources in a manner that improves student learning and staff productivity (S. XI).
6. The school leader is committed to developing policies and procedures that ensure that all students progress toward the school’s goals (S. XI).
7. The school leader knows state and federal laws and regulations related to education (S. IX).
8. The school leader understands the change process in the context of developing new organizational and resource configurations, policies, and procedures (S. XI).
9. The school leader understands the organization and resources of the superintendent’s office (central office) as a means of improving the teaching and learning process (S. XI).

C. DIVERSITY:
1. The school leader understands the various cultural, ethnic, gender, linguistic, political, and generational perspectives of members of the school, community, state, and nation (S. IV).
2. The school leader understands current social, cultural, and economic issues in society (S. IV).
3. The school leader is aware of the needs and characteristics of the various student subgroups, and understands how organizational structures, resource allocations, policies, and procedures affect each (S. XI).
4. The school leader understands and anticipates the effects of curricular and instructional decisions for the various members of the school community (S. IV).

D. PARENTS & COMMUNITY:
1. The school leader values the participation and collaboration of members of the school community (professionals and parents) for the purpose of establishing a climate for reflection and learning for students (S. VIII).
2. The school leader understands that the role and interests of school and parents in the education of children can be both complementary and conflicting (S. XII).
3. The school leader values the important and complementary contributions of staff and parents to the life of the school (S. XII).
4. The school leader encourages parental and community participation in the school (S. XII).
5. The school leader understands the need and the means for building community support for the school (S. XII).
6. The school leader understands the power relationships within the school community (S. XII).
7. The school leader believes that parent and community participation is critical to a healthy school culture (S. XII).
APPENDIX C

CERTIFICATION REGULATION

Sec. 10-145f. Testing for prospective teachers. Subsections (b) (1) (B) and (b) (2) of the Connecticut General Statutes.

(B) achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate pursuant to said section unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied a certificate solely because of the lack of an evaluation on such assessment.
It is policy of EASTCONN that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation or past/present history of mental disorder, learning disability or physical disability.