



## **CCPE PRINCIPLES**

The following are principles that the Connecticut Coalition for Public Education (CCPE) agrees are necessary to advance the academic, social, and emotional growth of all students in Connecticut's public schools. We believe that in order to meet the best interests of all students, CCPE members will collaborate in a professional manner.

### **I. Funding**

- A) We support the adequate full funding of traditional public schools (through Education Cost Sharing funds or similar state funding) that is wholly transparent and accountable to students and parents through a local Board of Education.
- B) We oppose the diversion of any federal, state, or district education funds away from local public schools that would negatively impact existing programs of the sending district to any other school without the approval of the local Board of Education.
- C) We support sustained, sufficient funding of the CT Technical High School System and the Vocational Agricultural Schools.

### **II. Achievement Gap**

We support efforts to address and improve the in-school and home/community factors that positively impact the academic, social, and emotional growth of all students for the purpose of eliminating the achievement gap.

### **III. Diversity**

We support diversity in our public schools; we are committed to preparing all students to succeed in a global society that values creativity, collaboration, and communication; and we support an integrated learning environment. We support minority teacher and administrator recruitment efforts and advancing the call for cultural competency in our Connecticut school systems.

### **IV. Testing**

- A) We support an accountability system for schools and school districts that is based on multiple measures of effectiveness of student growth. We recognize that the measures of effectiveness underscore the fact that different children learn at different rates, in different subjects acquiring different skills.
- B) We support assessments that assist and inform classroom instruction for the benefit of each individual student.
- C) We support assessments that measure what was taught in the classroom through projects and activities in which students can demonstrate what they have learned.
- D) We oppose any assessment that is not fair, valid, or reliable. Such assessment requires equity of resources for testing and educational experiences available to all students being assessed.

**V. Evaluation**

We support the constructive and holistic evaluation of teachers, administrators, and superintendents through assessment and in-person observation of students' academic, social, and emotional growth.

**VI. Data**

We support the protection of any student's academic, social, and/or emotional information and agree that it shall remain absolutely confidential and not be disclosed to third-party organizations without parental consent.

**VII. Certification**

We support the principle that every student must have a certified teacher, administrator, and superintendent, and that certification for each position is evidence of the successful completion of a comprehensive academic teacher preparation program that includes a meaningful classroom clinical experience in which competencies are demonstrated and that provides a teacher, administrator or superintendent with the knowledge and experience necessary to meet the challenges of their position.

**VIII. Technology**

We support all students having access to technology that will provide the greatest assistance to students' learning and enhance their diverse and well-rounded education.

**IX. Responsibility**

We believe all parents, teachers, administrators, superintendents, community members, families, and elected public officials share responsibility for providing high-quality, fully resourced public education to the students of Connecticut.

**X. Student-Focused Learning**

We support the principle that the system of public education should determine the learning needs, intents, and aspirations of the individual student, and provide the necessary resources to guarantee learning experiences and opportunities that are customized by teachers and administrators for each student.

**XI. School Climate**

We support maintaining a school climate that addresses the academic, social, emotional and behavioral needs of students in order to provide a school environment that is safe, supportive and conducive to teaching and learning.

**XII. Professional Development**

We support professional development and the work of local Professional Development and Evaluation Committees to address the educational needs and priorities of students, teachers, and administrators.