

Southington Board of Education Meeting

Thursday, April 23, 2015 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
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Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to Discuss Personnel ~ 6:30 p.m.
3. Celebration of Excellence ~ 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes ~ March 26, 2015
 - a. Approval of Special Meeting Minutes ~ April 2, 2015
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Report of the Superintendent
 - a. Personnel Report
9. Committee Reports
 - a. Curriculum and Instruction Committee Meeting ~ April 13, 2015
 - b. Policy and Personnel Committee Meeting ~ April 20, 2015
10. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Teacher Evaluation Plan Update
 - d. Administrator Evaluation Plan Update
11. New Business
 - a. Non-Renewal of Interim Teachers
 - b. Overnight/Out-of-State Field Trip Approvals
12. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MARCH 26, 2015

The regular meeting of the Southington Board of Education was held on Thursday, March 26, 2015 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:36 p.m.

Present from the Board: Mrs. Terri Carmody, Vice-Chairperson, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen and Mr. Brian Goralski.

Present from Administration: Mr. Timothy Connellan, Superintendent of Schools and Mrs. Karen Smith, Assistant Superintendent.

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

"Move to add a 'Student Matter' to the Executive Session."

Motion carried unanimously by voice vote.

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Personnel and a Student Matter, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

2. EXECUTIVE SESSION TO DISCUSS PERSONNEL AND A STUDENT MATTER

Mr. Goralski declared the Executive Session ended at 7:27 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:35 p.m. by Mr. Goralski, Chairperson. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the administration were Mr. Timothy Connellan, Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; and Mr. Peter Romano, Director of Operations. Absent was Ms. Margaret Walsh, Director of Pupil Personnel Services.

Student representatives present were James Brino, Christopher Iverson and Elizabeth Veilleux.

4. PLEDGE OF ALLEGIANCE

The audience recited the Pledge of Allegiance led by the student representatives.

Mr. Goralski called for a moment of silence in honor of Ms. Carol Potter, a retired teacher who taught for 34 years in the Southington Public School district.

5. APPROVAL OF MINUTES

a. Regular Meeting ~ March 12, 2015

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the regular Board of Education minutes of March 12, 2015, as submitted.”

Motion carried unanimously by voice vote.

6. COMMUNICATIONS

a. Communications from Audience

There were no audience communications.

b. Communication from the Board Members:

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Oshana:

“Move to add to the agenda expulsion of student #2014-2015-07 as Agenda Item 9.g.”

Motion carried unanimously by voice vote.

Mr. Goralski reported that he and Mr. Connellan played in the annual scholarship basketball game fundraiser held at Derynoski Elementary School in honor of Mr. Michael Casale, a teacher who passed at a young age. Mr. Goralski thanked Mr. Scott DePaolo who has organized this event annually.

Mrs. Queen congratulated Zachary Murillo, the Regional New England Champion in Wrestling, which is the first time Southington High School has achieved this award. Mr.

Goralski noted that he would be recognized with a Certificate of Excellence at the next Board meeting along with the Girls' Gymnastics Team.

c. Communication from Administration:

Mr. Connellan reported on the following:

1. Update on Executive Searches:

Mr. Connellan reported that the application timeline has been closed for the Principal of Southington High School position, and they are currently being reviewed. The Assistant Superintendent position search is still open, along with the two Elementary Principal positions.

2. Professional Development – Common Core Mathematics for Para Educators:

Mrs. Smith gave a report from the Para Educators' perspective regarding professional development, which is specified in their contract. She noted that the Para Educators reported that this was the most successful professional development that they attended in-district. Mrs. Smith praised the Elementary Math Team under the leadership of Ms. Dale Riedinger for a successful two-day workshop for all Para Educators on Common Core State Standards (CCSS) Math Practices. She distributed handouts to the Board on the eight CCSS Math Practices Question Stems (*Attachment #1*).

3. School Security and Safety Plans:

Mr. Frank Pepe, Principal of DePaolo Middle School, gave a Prezi Presentation on the School Security and Safety Plans that the School Security and Safety Plan administrative team created (*Attachment #2*). Mr. Pepe highlighted and outlined the Safety Plans to be implemented in the elementary schools, middle schools and high school. These plans were based on a Public Act that evolved due to the tragedies around the country and Newtown along with input from town officials and town emergency personnel, the first responders. The district rollout of the School Security and Safety Plans occurred on March 10, 2015 to the staff. Mr. Pepe showed the Board members an example of the Safety Plans that will be hanging in every space in the district where a staff member and/or child may need to secure themselves in case an emergency.

Mrs. Queen questioned how the students received this information. Mr. Pepe gave the middle school perspective, and Mrs. Megan Bennett, Principal of Thalberg Elementary School, gave the elementary school student perspective. Mr. Stranieri, Interim Principal of Southington High School, gave a description of how it was initially addressed at the high school level and his plans to roll it out and address specifics with the students.

Mr. Pepe explained that each year the School Security and Safety Plans will be revisited at each building and updated because annually they need to submit a list of drills to the state, feedback received from first responders, and calendar of events through the Superintendent's office.

Mrs. Lombardi was impressed with the living document and questioned if the School Security and Safety Plan Committee thought about using technology, especially with revisions. Mr. Pepe replied that the document needs to be fluid and that they discussed ways to update it each year. They will have digital copies of each plan; however, there are obvious risks of putting them on a shared drive or server.

Mr. Derynoski noted that it was very well done, detailed and easy to read. He thought it was perfect; however, he recommended that going forward, because it was a living document, there should be dates put on the document noting revisions so the old and new do not get mixed up. He thought that it was a model for other communities. Mr. Connellan noted that every time a revision is made there is a place on the document to note the date and to sign-off on it. Mr. Derynoski was concerned that the documents in each building reflect the most current revision by date.

d. Communications from Student Representatives

Mr. Iverson reported on the following:

- On Tuesday, March 24, underclassmen participated in the Science CAPT testing and during this time a number of AP teachers offered review sessions for their students.
- The National Honor Society induction is on April 14, 2015. The students have to have a GPA of 98 out of 100 or higher, and need to participate in volunteer work in the community.
- He noted that the transition from Dr. Semmel to Mr. Stranieri was very smooth and almost unnoticeable. He noted that life at the high school was excellent as usual.

Miss Veilleux reported on the following:

- Last weekend, the Drama Club put on the production of Urinetown and that both she and James Brino participated in it. It was the last show for Mr. Lindblom, the head of the Drama Club Department at Southington High School.
- The Boys' Swim Team and the Cheerleading Team held their banquets this past week.

Mr. Brino reported on the following:

- Term three out of four would be ending the day after April vacation.
- The Junior Prom is Saturday, March 28, 2015 at Aria in Prospect, which is a new venue and the first time a class will be there.
- The Unified Theatre show is Friday, March 27 at 7:00 p.m. in the high school auditorium.
- The Robotics Team returned from RPI in Troy, New York from the regional competition that they won. He showed one of the two trophies that they won. This automatically qualifies them to attend the St. Louis, Missouri competition the end of April.
- He attended the Invention Convention held at Flanders School and the Project-Lead-the-Way students were asked to judge some of the inventions of 50 fourth and fifth graders across the district.

Mr. Goralski noted that after the Robotics Team wins the Nationals, which he is confident that they will win, they will be recognized with Certificates of Excellence. He also asked Mr. Brino to arrange another robot demonstration for a future Board meeting.

Mrs. Queen believed that there was a DePaolo Middle School student who has a patent pending for an invention as part of the Invention Convention. She asked if Mrs. Smith could

follow-up to see if there are other district students with patents pending, which she thought was fascinating at this age.

7. COMMITTEE REPORT

a. Curriculum & Instruction Committee Meeting ~ March 16, 2015

Mrs. Carmody reported that at their last meeting they had an Agriculture Science and Technology Program presentation by Mrs. Stannard. The committee learned that they have approximately 140 students attending the Ag-Science program with approximately 50% of the students from Southington and the balance from surrounding communities. The committee reviewed each Ag-Science grade level curriculum and will be bringing to the full Board the revised curriculum for approval. Mrs. Stannard was appreciative for the extra teacher. The committee also met with the Chair of the World Language Department and Southington High School Assistant Principal Mr. Halloran, who presented the proposed foreign field trips.

The next committee meeting is scheduled for April 13 at 9:30 a.m. at Hatton School where the committee will be discussing an update on Teacher Leaders, ABA and Preschool Program, and the Family Resource Center.

b. Policy & Personnel Committee Meeting ~ March 16, 2015

Mrs. Clark reported that the committee looked at the Assistant Superintendent and the Coordinator of Special Education job descriptions and made some revisions. They discussed the Video Surveillance Policy, which the committee members reviewed and edited via Google Docs for the first time. Mrs. Smith noted that on April 2 from 10:00-11:00 a.m., in the Technology Meeting Room, there will be Google Docs training for any Board member or Cabinet member who would like training. Mrs. Queen questioned if, once the changes are made in Google Docs, which is a live document, do the comments everyone made go away forever. Mrs. Smith believed that was correct except that, because the Video Surveillance Policy was a first reading, the comments had been saved.

Mrs. Clark reported that the committee also reviewed proposed changes to the regulations for the Procedures for Foreign Field Trips, which they will continue reviewing at their next meeting on Monday, April 20, 2015.

c. Finance Committee Meeting ~ March 23, 2015

Mrs. Notar-Francesco reported there were three action items for Board approval. However, she began the Finance Committee report with the discussion that took place within the Finance Update. She noted that the 13-page update was on the portal attached to the minutes of the meeting, and that Mrs. DiNello had reported on a number of accounts within the update, some of which were over expended. These are the highly unpredictable accounts that the Board heard about over the last few budget months, including utilities at the middle schools, snow removal, retirement compensation, magnet school tuitions, and health insurance premium contributions. In addition, the Excess Cost Special Education reimbursement cap from the state was still unknown. They will not know of the final percent of the grant cap until the second reimbursement arrives in May. The Board budgeted for an 80% reimbursement of the special education costs and we hope that the state's second check, combined with the first check, will

equate to that. Mrs. Notar-Francesco noted that the bottom line is that they believe the 25% holdback in the supply account and any unspent money in district-wide accounts should cover the overall projected deficit, currently at approximately \$325,000, bringing the operating budget in balance at year's end.

Mrs. Notar-Francesco reported that the Finance Committee agreed that administration should inform all schools and departments that future purchases would be held to the standards of curriculum needs, health and safety. Mrs. DiNello would also inform the schools that it was highly unlikely that they would be able to spend beyond the 75% in their supply accounts. The committee discussed implementing a spending freeze, but will hold on that action for now and may revisit it if anything changes.

1. Transfer of Funds:

The committee reviewed all of the requested transfers and revised the recommendation coming to the Board from Administration. The original transfer request included adding five phones within the Southington High School building and supplying uniform attire for the security attendants. The committee greatly appreciated the need for both of these requests, but the unanimous consensus, especially following our overall financial discussion, was to hold on both for now. The committee recommends approving the transfers, as revised.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the Transfer of Funds, as revised.”

Mr. Goralski requested that the committee revisit the uniforms for the security attendants at the end of this year.

Motion carried unanimously by voice vote.

2. Rubbish & Recycling Contract:

The committee reviewed the proposal from HQ Dumpsters and Recycling (HQ). HQ is proposing a five-year contract in which they will hold their price on rubbish removal for next year. In the following four years they have proposed a 1% per year increase. This proposal includes a pilot program for organic waste disposal at the middle and high schools for a cost of \$4,500 annually. HQ is also proposing servicing our recycling needs, which will be included within the proposed contract price at no additional charge.

If the Board decides to discontinue the organic waste disposal pilot, they can end the program, but will then need to pay \$4,500 for recycling with HQ. The committee recommends waiving the bid process and entering into this five-year contract for rubbish and recycling with HQ Dumpsters and Recycling. This is will result in an annual savings of about \$2,000 for recycling.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to waive the bid process and enter into a five-year contract extension with HQ Dumpsters & Recycling for rubbish and recycling removal and the organic waste pilot.”

Motion carried unanimously by voice vote.

3. Custodial Contract Extensions:

All of the custodial contracts expire on June 30, 2015. The committee recommends the contract extensions at all locations for base services at the increases proposed. Performance Environmental is requesting a 1.1% increase for custodial services at Southington High School and a 2.8% increase for the Municipal Center. Last year, a 0% increase was approved for the Municipal Center for this current year, which is why a higher request of 2.8% is before the Board for next year for this location. At DePaolo, Kennedy Middle Schools and Derynoski Elementary School, Capitol Cleaners is requesting a 1.5% increase at all locations. The increase in minimum wage was the main reason why the vendors were not willing to hold at current prices.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve one-year contract extensions as proposed by Performance Environmental at Southington High School and the Municipal Center, and Capitol Cleaning for DePaolo and Kennedy Middle Schools and Derynoski Elementary School based on the base services pricing.”

Motion carried unanimously by voice vote.

8. OLD BUSINESS

a. Town Government Communications

Mr. Goralski noted that the budget season continues to move forward and he thanked his colleagues for joining him, Mr. Connellan, and Mrs. DiNello at the Board of Finance meeting last night. The Board of Finance passed all town budgets as proposed, but the Board of Education budget had a reduction of \$530,000, which is an overall increase of 2.98% over last year. The next step in the process is the April 27, 2015 Town Council Public Hearing at 7:00 p.m. with the location still to be determined. On May 11, 2015 the Town Council will adopt the budget, which will take place in the Municipal Center. The Board of Finance sets the mill rate on Wednesday, May 13, 2015.

b. Construction Update

Mr. Romano reported that the contractor completed Phase 10 of the 12 phases at both middle schools. The students are now occupying that phase at DePaolo and on Monday, the students will start occupying that phase at Kennedy Middle School. Phase 11 is underway at both schools and they are continuing to do the punch list process at both schools for the previous phases, so they are not waiting to the end of the project to wrap things up. In the spring, the remaining site work will be completed which is primarily the ball fields. He reminded everyone that, just because the ball fields will be completed and the grass will be growing over the summer, the ball field cannot be used for a full year after they have been

planted. Otherwise, they will not have been established. He noted that with the Construction Report he would be doing a different format for the next Board meeting.

Mrs. Johnson questioned the moisture issue at South End Elementary School which has been prevalent since the school was first built. Mr. Romano stated that he was aware of the issue; however, it has not occurred this year. They had an engineer's report on that from the insurance company. Until it happens again, it is difficult for the engineer to assess because they need to see it in action. This will still be completed as part of the initial project, so there is funding money from the state for the repair. Mrs. Johnson noted that she heard that there were still issues there this winter. Mr. Romano replied that the issue this winter was due to some ice damming and not related to the other moisture issue. He noted that ice damming only happens on a pitched roof, not a flat roof.

c. Draft Video Surveillance Policy ~ Second Reading

Mrs. Clark explained that they made some changes suggested by Board members.

MOTION: by Mrs. Clark, seconded by Mrs. Queen:

“Move to adopt the Video Surveillance Policy as presented by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

9. NEW BUSINESS

**a. Job Description – Assistant Superintendent for Curriculum and Instruction
~ First Reading**

Mrs. Clark asked the Board to waive the first reading and proceed to the motion because the Board will not be having another meeting until April 23, 2015 and these jobs need to be posted.

MOTION: by Mrs. Clark, seconded by Mrs. Queen:

“Move to waive the first reading of the job description for the Assistant Superintendent for Curriculum and Instruction.”

Mr. Oshana requested that the wording “*as designated by the Superintendent of Schools*” be added into the job description under “Supervises.”

Motion carried unanimously by voice vote.

MOTION: by Mrs. Clark, seconded by Mrs. Queen:

“Move that the Board of Education approve the job description, as amended, for the position of Assistant Superintendent for Curriculum and Instruction as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

b. Job Description – Coordinator of Special Education ~ First Reading

MOTION: by Mrs. Clark, seconded by Mr. Oshana:

“Move to waive the first reading of the job description for the Coordinator of Special Education.”

Motion carried unanimously by voice vote.

MOTION: by Mrs. Clark, seconded by Mr. Oshana:

“Move that the Board of Education approve the job description for the position of Coordinator of Special Education as recommended by the Policy and Personnel Committee.”

Mrs. Notar-Francesco noted that for consistency purposes the wording under “Supervises” should read, “*Supervises staff as assigned by the Superintendent of Schools.*” Mrs. Smith noted that it is a direct report to the Director of Pupil Services, not to the Superintendent. The wording should read “*Supervises staff as assigned by the Director of Pupil Services.*”

AMENDED MOTION: by Mrs. Clark, seconded by Mr. Oshana:

“Move that the Board of Education approve the job description, as amended, for the position of Coordinator of Special Education as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

c. Mid-Year Report on Superintendent’s Objectives

Mr. Connellan noted that it was a work in progress since he has been here for seven months and that it has been an interesting year so far. Mr. Goralski felt that his seven pages of goals were impressive. He felt that the first half of the year was successful and that the Board looked forward to continuing to work with Mr. Connellan in the second half of the year to reach the goals set by the Superintendent.

Mrs. Lombardi requested that for the Director of Technology she would like to move the date to hear the report reflecting on the transition, accomplishments, activities and challenges prior to May. Mr. Connellan stated that he could give the Board an interim report on that. Mrs. Lombardi requested a three-month snapshot on the Director of Technology. Mr. Goralski asked for some flexibility for that report because they only have one meeting in April. Mr. Connellan stated that he could send something out electronically.

d. Leonard and Gladys Joll Scholarship Recipient

Mrs. Carmody stated that Mr. Derynoski, Mrs. Lombardi and Mrs. Johnson comprised the committee.

MOTION: by Mr. Derynoski, seconded by Mrs. Johnson:

“Move that the Board of Education approve the recipient recommended by the Leonard and Gladys Joll Scholarship subcommittee.”

Mr. Goralski noted that the Board members would not be able to present that scholarship as they have in the past because that is a Board meeting night. He was disappointed that the high school planned, for a second year in three years, to hold Scholarship Night on a Board meeting night. He was confident that the high school will not schedule this on a Board meeting night again. He noted that Mrs. Albaitis, Executive Secretary to the Superintendent, has already relayed this message to the high school staff.

Motion carried unanimously by voice vote.

e. Adoption of 2016 Board of Education Meeting Dates

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to adopt the meeting dates, as presented.”

Motion carried unanimously by voice vote.

f. Establishment of 2015 Graduation Date / Last Day of School

Mr. Connellan explained that the current last day of school is June 18 and that technically the Board cannot establish graduation day until after April 1st per state statute. Mr. Goralski recommended that they table the motion until the next meeting on April 23, 2015. He would ask the high school that they wait until the last date to contact their printers based on what happens at the Board’s next meeting when they make the formal motion. Mrs. Notar-Francesco added that it is not just the high school; it is the All-Night Graduation Party as well. Mr. Derynoski stated that they should state *“barring any unforeseen circumstances the last day of school would be June 18th, which the Board will officially vote on at the next Board meeting.”* Mr. Goralski thought that it was in their best interest to table this motion and give the direction to the administration that at this point the Board is comfortable with this. Mr. Connellan explained that only 180 days is required by state statute and, if they had another snow day, school would still be session on that Friday so they still could go forward. Mr. Goralski noted that for planning purposes the problem is the All-Night Graduation Party. Mr. Derynoski pointed out that they could call for a Special Board meeting with the one agenda item. Mrs. Lombardi noted that they could do that on April 2 with five members present for the Google Docs training.

MOTION: by Mr. Goralski, seconded by Mrs. Clark:

“Move to table this agenda item until the next scheduled Board meeting.”

Motion carried unanimously by voice vote.

Mr. Goralski noted that he would post that as a Special Board of Education meeting as they get closer to the April 2, 2015 date.

g. Student Expulsion #2014-2015-07:

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to expel student #2014-2015-07 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

10. ADJOURNMENT

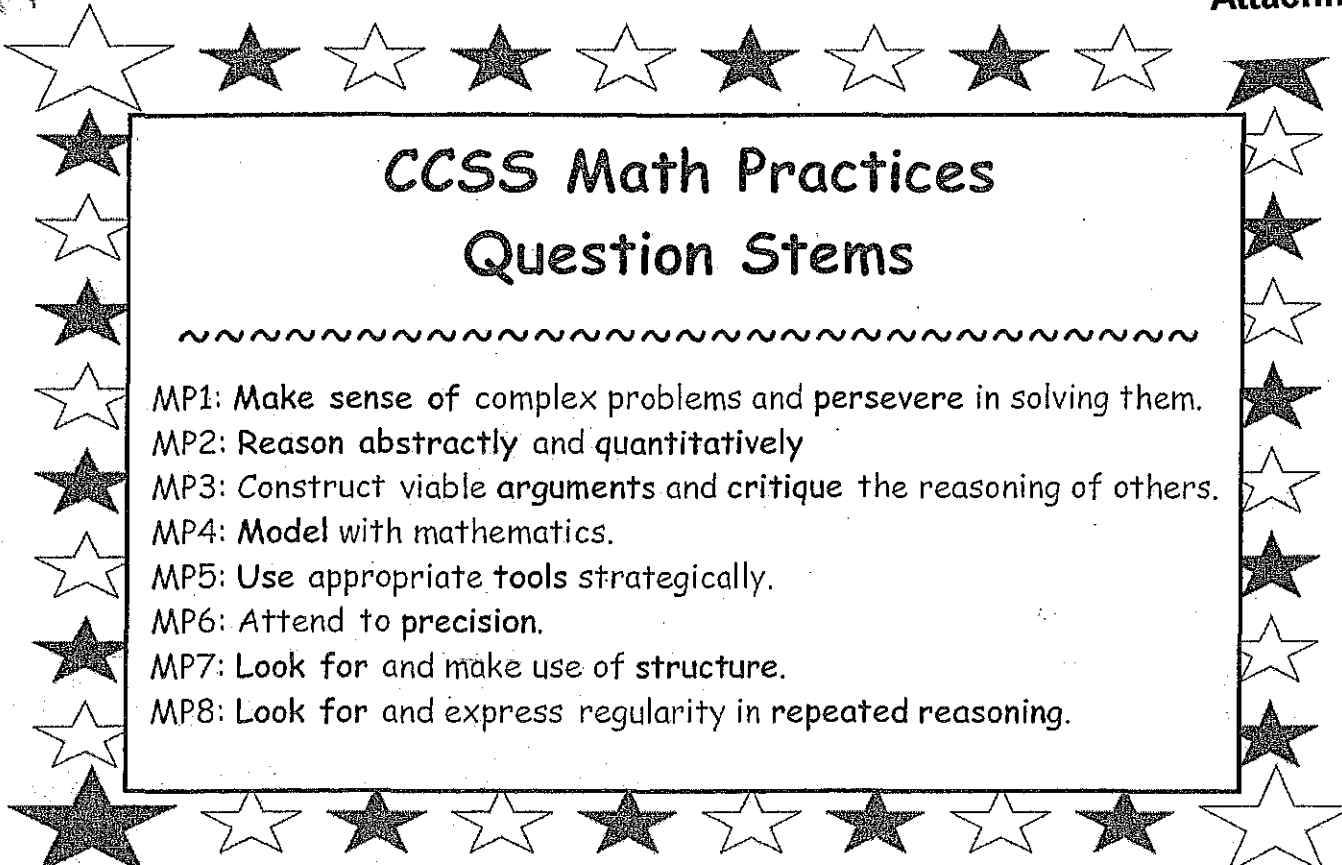
MOTION: By Mr. Derynoski, seconded by Mrs. Clark:

“Move to adjourn.”

Motion carried unanimously by voice vote.

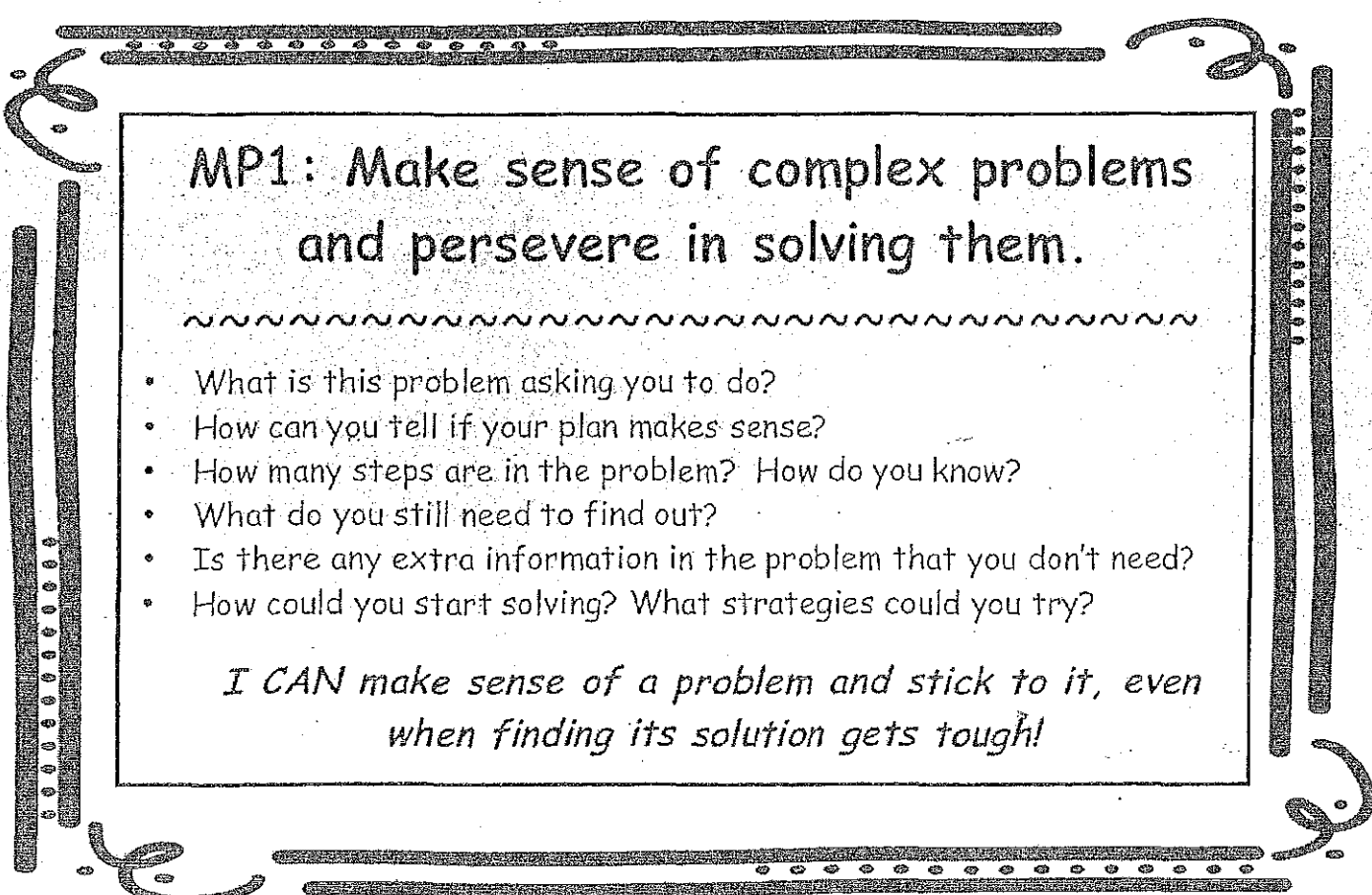
The meeting adjourned at 9:05 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary



CCSS Math Practices Question Stems

- ~~~~~
- MP1: Make sense of complex problems and persevere in solving them.
 - MP2: Reason abstractly and quantitatively
 - MP3: Construct viable arguments and critique the reasoning of others.
 - MP4: Model with mathematics.
 - MP5: Use appropriate tools strategically.
 - MP6: Attend to precision.
 - MP7: Look for and make use of structure.
 - MP8: Look for and express regularity in repeated reasoning.



MP1: Make sense of complex problems and persevere in solving them.

- ~~~~~
- What is this problem asking you to do?
 - How can you tell if your plan makes sense?
 - How many steps are in the problem? How do you know?
 - What do you still need to find out?
 - Is there any extra information in the problem that you don't need?
 - How could you start solving? What strategies could you try?

*I CAN make sense of a problem and stick to it, even
when finding its solution gets tough!*

MP2: Reason abstractly and quantitatively

- What do the numbers and words used in the problem represent?
- What is the relationship between the quantities in this problem?
- Why did you choose to $[+/-/ \times / \div]$?
- Could we have used another operation to solve this?

I CAN use numbers and words to reason through a problem!

© Serendipity Soup - Spring

MP3: Construct viable arguments and critique the reasoning of others.

- How can you prove your answer/strategy is correct?
- How might someone make a mistake solving this?
- Find and explain another way to solve this problem.
- Use math language to explain your answer.
- How did you check your work?

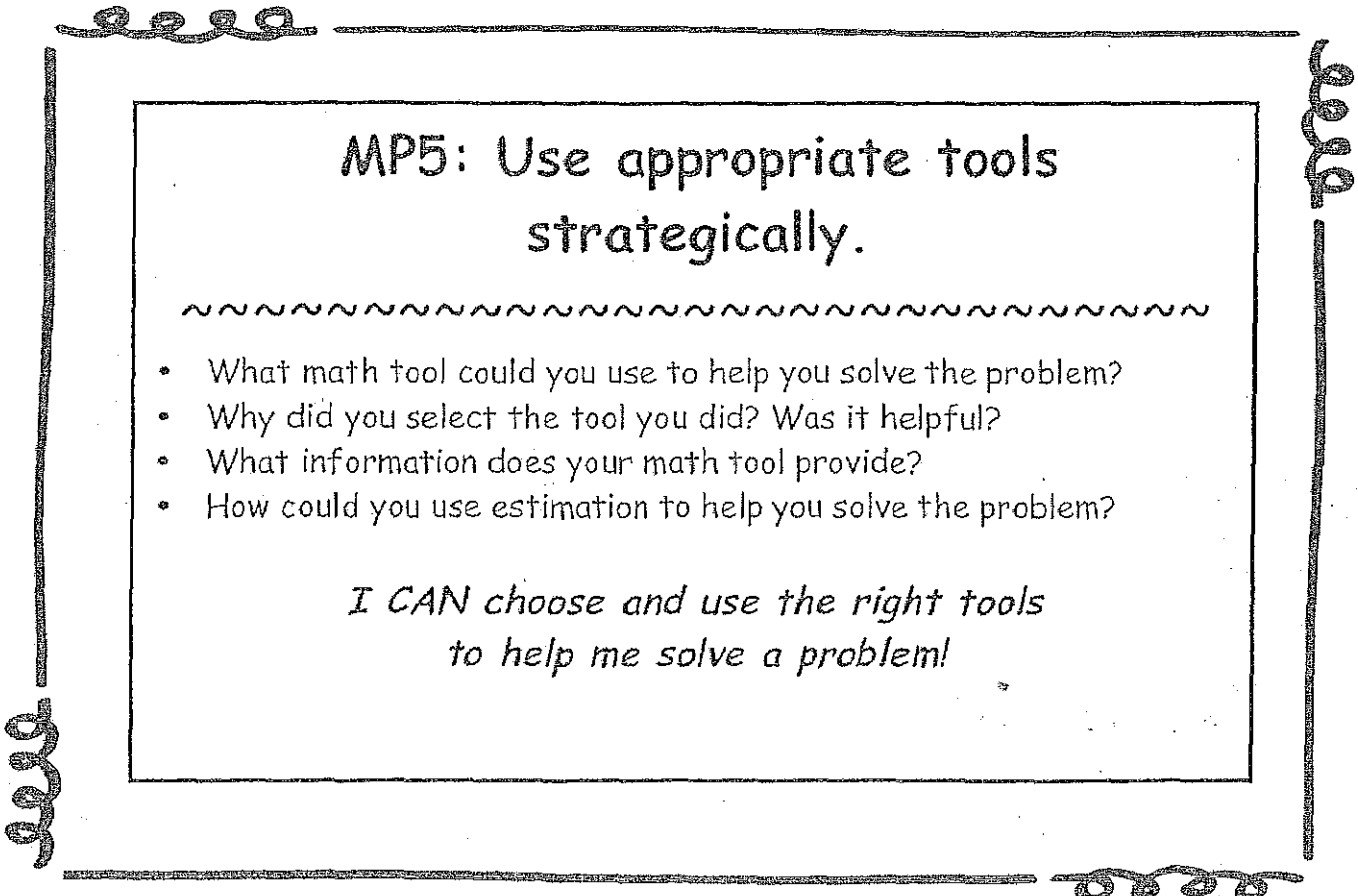
I CAN explain my thinking and evaluate if my classmates' strategies make sense!



MP4: Model with mathematics.

- ~~~~~
- Can you relate this problem to the real world?
 - What equation could be used to represent your thinking?
 - Can you create a visual model to support your answer?
 - How could you use manipulatives to help solve this?
 - What are ways you could represent the problem's quantities?
 - Create a diagram, graph, table, number line, etc., to help you solve.

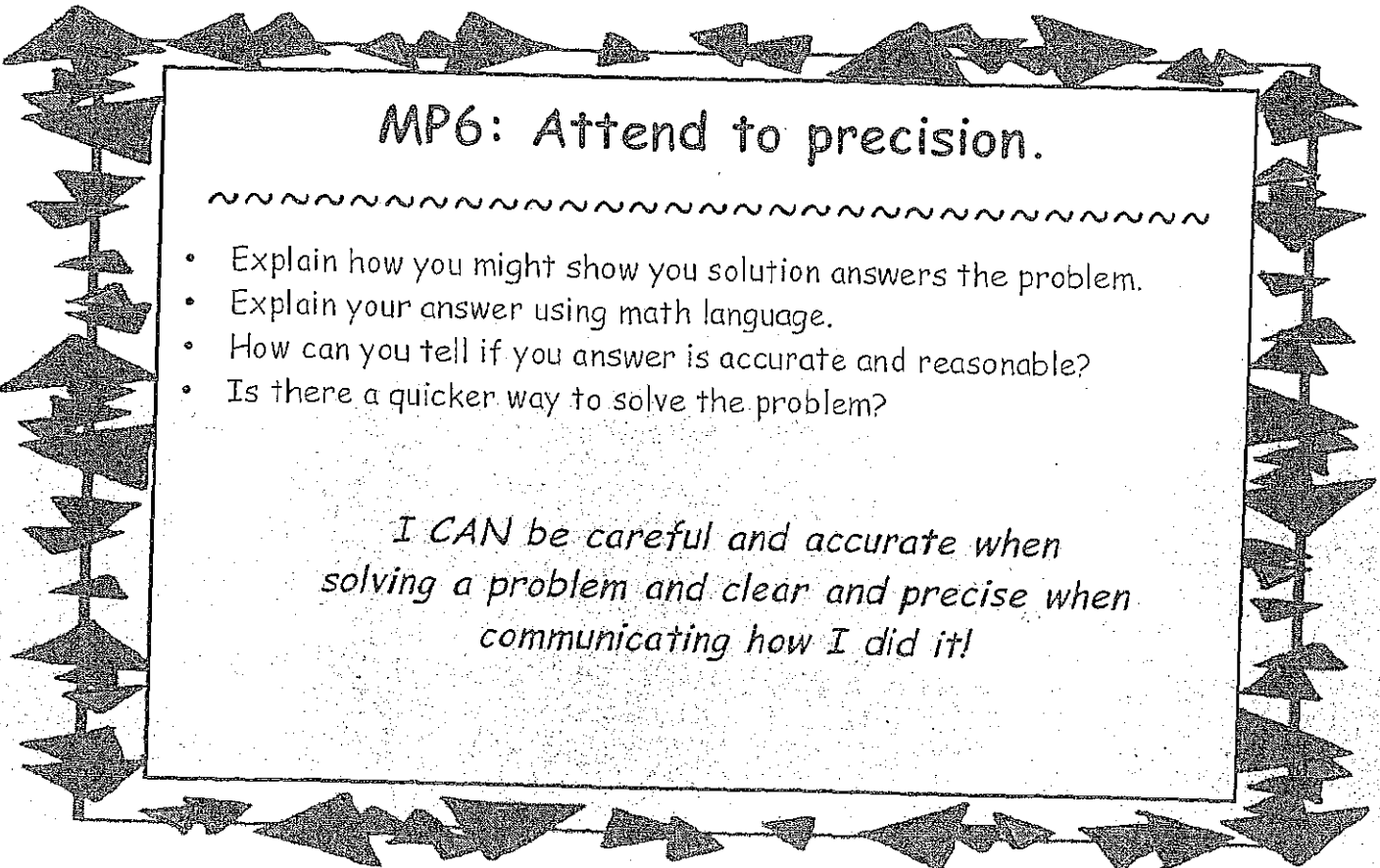
*I CAN show my work and thinking using
manipulatives, pictures, and equations!*



MP5: Use appropriate tools strategically.

- ~~~~~
- What math tool could you use to help you solve the problem?
 - Why did you select the tool you did? Was it helpful?
 - What information does your math tool provide?
 - How could you use estimation to help you solve the problem?

*I CAN choose and use the right tools
to help me solve a problem!*



MP6: Attend to precision.

- ~~~~~
- Explain how you might show your solution answers the problem.
 - Explain your answer using math language.
 - How can you tell if your answer is accurate and reasonable?
 - Is there a quicker way to solve the problem?

I CAN be careful and accurate when solving a problem and clear and precise when communicating how I did it!



MP7: Look for and make use of structure.

- ~~~~~
- How did you use what you know to solve this problem?
 - How does this problem relate to similar problems you have solved?
 - What parts of the problem could you eliminate?
 - How can you use what you know about mathematical properties to explain your work?

I CAN see how a problem connects and relates to other math I've learned!

MP8: Look for and express regularity in repeated reasoning.

- ~~~~~
- Is this always true, sometimes true, or always true?
 - What predictions can you make based on the pattern you see?
 - Do you notice anything repeated that can give you a shortcut to solve the problem?
 - How could this problem help you solve another like it?

I CAN notice and use mathematical patterns when solving a problem!

All-Hazards School Security and Safety Plan

March 26, 2015

BOE Presentation

District Committee Members

Megan Bennett, Thalberg Principal

Tim Connellan, Superintendent

Tom Gallo, SPD Officer

Joel Patrick Leger, Administrative Intern

Deb Moreau, Administrative Intern

Peter Romano, Director of Operation

Brian Stranieri, SHS Assistant Principal

Ex-officio member, Michelle Passamano

Why Southington Public Schools Need An All-Hazards Plan

- This plan has been drafted to meet the school security and safety standards established under Public Act No. 13-3 Section 86, providing an all-hazards approach to emergencies at public schools.
- Each year, the board of education will review the plans for its schools, update them as necessary, and file them with the Connecticut Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (“DESPP/DEMHS”).

Specific details from individual plans
are not for public consumption.

Scope and Sequence

District committee held multiple organizational meetings to dissect the “work”

The first section of the template provides a plan overview, defines the Incident Command System (ICS) and establishes common language.

The second section consists of 20 different appendices.

The third section is comprised of various additional annexes.

Appendix 18

Summary of Natural and Human-Made Hazards in or Around the School Community.

- Meeting with Town Manager Mr. Brumback, Assistant Town Manager Attorney Sciota, Fire Chief Clark, Deputy Fire Chief for Safety and Training DiBattista, Police Officer Gallo, Police Captain Lowell DePalma, Director of Health Lockwood, Brian Stranieri SHS, Director of Operations Peter Romano, Administrative Intern Deb Moreau, Administrative Intern J.P. Leger, and Principal Megan Bennet.

Safety Audit Addendum

- District team completed audit for SHS, JAD and JFK.
- District Team partially completed plan for each elementary school. Each plan would be finalized by respective school based team and the submitted to Officer Gallo for review.

November 5, 2014

Meeting

- Full administrative council/cabinet provided with overview
- Each school provided with Appendix 18 completed
- SHS, JAD and JFK provided with Safety Audit Addendum completed
- Elementary schools provided with partially completed Safety Audit to be completed by respective school team.

November 5, 2014

Meeting (continued)

- Target dates established for school based team formation.
 - School based team formation
 - Local Police Officer
 - Local first responder
 - Teacher
 - Administrator
 - Mental health professional
 - Parent/guardian
 - All Appendices (minus #13)
 - Annexes
 - F. Accounting for All Persons
 - G. Communications and Warning
 - H. Family Reunification

The Signing

2/25/15

- Board of Education Chairman Brian Goralski, Fire Department Chief Harold Clark, Police Department Chief Jack Daly, Fire Marshal Russ Wisner, Assistant Town Manager and Town Attorney Mark Sciota, Health Department Director Shane Lockwood and Superintendent of Schools Timothy Connellan

“The Roll Out”

- All building administrators used the same PowerPoint during the March 10th staff meeting.
- Each school determined how an appropriate venue to explain the new language and procedures to students presented by March 13th.
- Superintendent Connellan notified all parents of the district-wide effort and directed attention to respective school web pages for additional information.
- Appendix 12 letters completed by March 13th.

Looking Forward

2015-2016

August/September:

- BOE reviews and approves plans.
- All school staff members are trained in basic FEMA protocols (before school starts)
- Staff Skills Inventory and phone tree are updated.
- Student assembly

October:

November:

December:

January:

- Hazard Audit conducted for following year's revisions.
- BOE conducts a security and vulnerability assessment every other year.

February:

- Hazard Audit finalized for following year's revisions.
- BOE conducts a security and vulnerability assessment every other year.

March:

April:

May:

June:

- Reports signed off and due to Debi Albaitis by June 30th

July:

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

SPECIAL MEETING

APRIL 2, 2015

A special meeting of the Southington Board of Education was held on Thursday, April 2, 2015 at 10:00 a.m. in the Municipal Center Public Assembly Training Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 10:01 a.m.

Present from the Board: Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, and Mr. Brian Goralski.

Absent: Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Patricia Queen, and Mr. Zaya Oshana.

Present from Administration: Mr. Timothy Connellan, Superintendent of Schools and Mrs. Karen Smith, Assistant Superintendent and Mrs. Sherri DiNello, Director of Business and Finance.

2. ESTABLISHMENT OF SOUTHINGTON HIGH SCHOOL GRADUATION DATE

MOTION: by Mrs. Clark, seconded by Mrs. Lombardi:

"Move to establish the Southington High School graduation date as Thursday, June 18, 2015."

Motion carried unanimously by voice vote.

3. ADJOURNMENT

MOTION: by Mrs. Jill Notar-Francesco, seconded by Mrs. Clark:

"Move to adjourn."

Motion carried unanimously by voice vote.

The meeting adjourned at 10:02 a.m.

Respectfully submitted,

Jill Notar-Francesco

Board Secretary

Board of Education

Administrative Report

April 23, 2015



1. Letter from Senator Murphy - Music

2. Social Studies

United States Senate

WASHINGTON, DC 20510

ONE CONSTITUTION PLAZA
7TH FLOOR
HARTFORD, CT 06103
(860) 549-8463

<http://murphy.senate.gov>

March 24, 2015

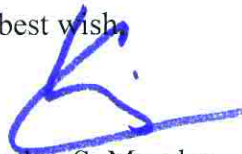
Dear Friends:

I would like to extend warm congratulations to the Southington Public Schools for being named one of the nation's Best Communities for Music Education by the National Association of Music Merchants (NAMM) Foundation.

The NAMM Foundation has a long and storied history of recognizing upstanding school districts and communities for their dedication to enriching and empowering musicians of all ages. For the past sixteen years, the NAMM Foundation has celebrated the Best Communities for Music Education for their unyielding commitments to providing a full educational experience, supplemented by a highly supported music education course as part of the core curriculum. This access to music education is invaluable for providing students with a well-rounded and comprehensive educational experience. The profound emphasis the Southington Public Schools have placed on creating individuals who are capable of artistic and creative self-expression serves to establish a generation who not only knows facts and figures but also how to broaden their intellectual pursuits artistically, fostering a complete learner.

I sincerely congratulate the Southington Public Schools for this prestigious honor and for adding to the vibrant musical spirit of Connecticut. I know that consistent commitment to musical education is evidence of a bright and well-educated future for all students in Southington and the State of Connecticut.

Every best wish,



Christopher S. Murphy
United States Senator

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 23, 2015

Decision Requested X Agenda Code 8. a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2014 – 2015.

Background: The attached report lists personnel activity from March 1, 2015 through March 31, 2015.

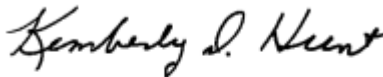
Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

Beginning Date of Program or Project: _____ N/A

Ending Date of Program or Project: _____ N/A

Recommendation or Comment: Recommend that the Personnel Report be approved as submitted.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – April 2015

PERSONNEL ACTIVITY REPORT

FOR: March 2014

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Stranieri, Brian	Interim Principal	SHS		March 14, 2015	6 th Year	Central CT State University	\$143,547.00 prorated
Witkowski, Linda	Interim Special Education Teacher	Flanders		January 28, 2015	BA	Southern CT State University	\$43,200.00 prorated
Gamzon, Allison	Earth Science Teacher	SHS		August 24, 2015	MA	Southern CT State University	\$51,800.00
Gray, Rachel	World Language Teacher, Latin	SHS		August 24, 2015	MA	University of CT	\$48,600.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Feeney, Joseph	Crossing Guard	District	10.00	March 9, 2015	\$16.34
Jaronko, Samantha	Interim Special Education Paraprofessional	JFK	19.50	March 16, 2015	\$10.50
Sunbury, Samantha	Interim Special Education Paraprofessional	Hatton	18.50	March 23, 2015	\$10.50
Pattison, Alyssa	Grant Funded Math Tutor	South End	12.50	March 23, 2015	\$13.30
Pattison, Alyssa	Grant Funded Literacy Tutor	South End	12.50	March 23, 2015	\$13.30
Mellitt, Jennifer	Accounting Manager	Central Office		March 30, 2015	\$72,500.00 prorated
Cook, Janis	Interim Special Education Paraprofessional	Plantville	15.00	March 31, 2015	\$10.50

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Voisine, Stephanie	Math Specialist .5 FTE	JFK	March 5, 2015	2 months	No
Carrion, Yvarlene	World Language Teacher	SHS	March 28, 2015	2 months	No
Krar, Gina	Grade 3 Teacher	Thalberg	April 3, 2015	6 years	No
Pierrot, Regina	Special Education Teacher	SHS	June 19, 2015	9 years	No
Lackner, Linda	Principal	Strong	July 1, 2015	19 years	Yes
Livingston, Kimberly	Special Education Teacher, Grant Funded	Derynoski	July 1, 2015	1 year	No
Holloway, Alice	Mathematics Teacher	JAD	July 1, 2015	11 years	Yes
Newman, Claire	Special Education Teacher	DES	July 1, 2015	1 year	No
Schinkel, Troy	Science Teacher	SHS	August 2, 2015	10 years	No
Shubert, Kevin	Technology Teacher	SHS	July 1, 2015	1 year	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Hetrick, Susan	Part-Time Special Ed Paraprofessional	Plantsville	March 12, 2015	2 years	No
Conaty, Kelly	Grant Funded Reading Tutor	DES	April 1, 2015	6 months	No
Raggozine, Shelly	Part-Time Library Paraprofessional	Thalberg	April 3, 2015	5 years	No
Wood, Kylene	Part-Time Nurse	JAD	April 3, 2015	4 months	No
Kimball, Meggan	Part-Time Nurse	JFK	May 2, 2015	2 years	No
Meronek, Alice	Secretary, Class II	JFK	July 1, 2015	36 years	Yes

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
No certified transfers in the month of March					

Classified

Name	From Position	From School	To Position	To School	Effective Date
No classified transfers in the month of March					

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No unpaid leaves of absence in the month of March					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Wojsnarowicz, Gerald	Head Coach / Baseball	JAD	April 1, 2015	\$3,407.00
Przybylski, Bruno	Head Coach / Softball	JAD	April 1, 2015	\$3,407.00
Lefkowitz, Matthew	Head Coach / Baseball	JFK	April 1, 2015	\$3,407.00
Cristelli, Jason	Head Coach / Softball	JFK	April 1, 2015	\$3,407.00
McAloon, James	Assistant Coach / Baseball	SHS	April 1, 2015	\$3,965.00
Lembo, Charles	Head Coach / Baseball	SHS	April 1, 2015	\$6,213.00
DiNello, James	Head Coach / Golf	SHS	April 1, 2015	\$4,612.00
Totonis, Anthony	Assistant Coach / Boys Lacrosse	SHS	April 1, 2015	\$3,122.00
Gissas, Michael	Freshman Coach / Boys Lacrosse	SHS	April 1, 2015	\$3,743.00
Chase Jr., Ronald	Head Coach / Boys Lacrosse	SHS	April 1, 2015	\$6,213.00
Belardinelli, Eve	Assistant Coach / Girls Lacrosse	SHS	April 1, 2015	\$3,965.00
Pomposi, Jillian	Head Coach / Girls Lacrosse	SHS	April 1, 2015	\$6,123.00
Aroian, Richard	Assistant Coach / Softball	SHS	April 1, 2015	\$3,965.00
Luddy, Erin	Freshman Coach / Softball	SHS	April 1, 2015	\$3,743.00
Hernandez, Davina	Head Coach / Softball	SHS	April 1, 2015	\$6,213.00
Mauro, Anthony	Head Coach / Boys Tennis	SHS	April 1, 2015	\$4,612.00
Drury, Michael	Assistant Coach / Boys Outdoor Track	SHS	April 1, 2015	\$3,965.00
Roarty, Colleen	Head Coach / Boys Outdoor Track	SHS	April 1, 2015	\$6,213.00
Lombardi, William	Assistant Coach / Girls Outdoor Track (Sharing position with Connor Green)	SHS	April 1, 2015	\$1,982.50
Green, Connor	Assistant Coach / Girls Outdoor Track (Sharing position with William Lombardi)	SHS	April 1, 2015	\$1,982.50
Dachelet, Daniel	Head Coach / Girls Outdoor Track	SHS	April 1, 2015	\$5,203.00
Gianacopolos, Louis	Head Coach / Boys Volleyball	SHS	April 1, 2015	\$6,213.00
Zajac, Edward	Assistant Coach / Boys Volleyball	SHS	April 1, 2015	\$3,965.00
Meccariello, Tyler	Freshman Coach / Baseball	SHS	April 1, 2015	\$2,846.00

Resignations

Name	From Position	School	Effective Date
Garry, Michael	Head Coach, Cross Country	JAD	March 6, 2015
Blaszczyk, Joseph	Assistant Coach, Girls Soccer	SHS	March 20, 2015
Lindblom, Eric	Drama Advisor	SHS	May 31, 2015



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting April 13, 2015

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 9:30 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, and Mrs. Patricia Queen.

Present from district: Mrs. Karen Smith, Assistant Superintendent for Instruction and Learning; Ms. Sally Kamerbeek, Principal, South End Elementary School, Mr. Steven Madancy, Principal, Kennedy Middle School, Mr. Frank Pepe, Principal, DePaolo Middle School; Mrs. Sandy Kujawski, District Special Education Coordinator; Mrs. Charity Baker, Teacher Leader; Mrs. Erin Natrass, Teacher Leader; Mrs. Josie Rogala, Teacher Leader; Ms. Candace Zakrzewski, BCBA; Ms. Suzanne Remington-Fox, BCaBA; Mrs. Krista Pisano, Director, Family Resource Center of Southington.

Teacher Leaders

Southington has three, district-wide teacher leaders who attended the meeting and described the work they have done since the start of the school year. Charity Baker and Erin Natrass are assigned to the eight elementary schools and Josie Rogala is assigned to the two middle schools. While their roles somewhat vary based upon administrative needs within each school, as well as the time they have within each school, they are all providing support to teachers and to the administrators in a variety of ways that include the below examples:

- Coaching teachers with current best practices
- Informal observations
- SRBI (replacing Early Intervention Program with Scientifically Researched-Based Intervention Teams)
- Student management issues as appropriate

Administrator and teacher feedback was also shared with the committee indicating the overwhelming support for the work that is being done with these teacher leaders. A challenge for the next school year will be to examine the weekly schedule for the teacher leaders that is based upon school needs.

ABA Program Update

The Curriculum and Instruction Committee was updated on the progress of the ABA program that is housed at Hatton School and also is available for district needs. Introduced were Candace Zakrzewski, BCBA, and Suzanne Remington-Fox, BCaBA. From all sources, this new team is meeting the needs of children at Hatton School who have an IEP for ABA services, as well as for those students within the district who require a behaviorist according to their IEPs. CREC is still providing services for a group of students whose families preferred to remain with them. A good partnership has been formed between the local ABA support services and those of CREC.

Preschool Program Update

Mrs. Krista Pisano, Director of the Family Resource Center of Southington, presented a brief overview of the many programs that are offered to preschool aged children and their families. These free programs are funded through a combination of Board of Education resources and a grant from the New Britain Foundation. The Family Resource Center of Southington has a director and an assistant director who are housed at Hatton School. All programs require that a care-giving adult remain with each child as they attend a wide variety of play groups throughout the week. Due to the overwhelming support for the programs being offered, the committee will address the possibility of the expansion of the Family Resource Center into another school in the future.

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND
LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

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SOUTHINGTON, CT
06489

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(860) 628-3205

World Language at the Middle Schools

At this time, students in Grades 7 and 8 are able to sign-up for either Spanish or French. The committee is preparing to discuss world language within Grade 6 as well as the possibility of spreading the World Language program to the other elementary schools. Spanish is currently being taught to students at only one location, South End School, in Kindergarten and Grade 1 with the expectation of expanding into Grade 2 for the 2015-2016 school year. The Curriculum and Instruction Committee will continue discussing the expansion of World Language during the next school year.

The next two (2) meetings of the Curriculum and Instruction Committee will be held at 9:30 a.m. at Central Office on May 4 and May 11, 2015. Meetings will include Textbook Review, Curricula Review, and Unified Arts.

By Mrs. Johnson, seconded by Mrs. Queen

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 11:45 a.m.

Respectfully Submitted,



Karen L. Smith

Assistant Superintendent for Instruction and Learning



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting April 20, 2015

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:30 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana (arrived at 6:00 p.m.), and Mrs. Patricia Queen.

Administration Present: Mr. Timothy Connellan, Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent of Schools; Mr. Peter Romano, Director of Operations (left at 5:45 p.m.).

Vendors and Background Checks

The committee was presented with information pertaining to whether or not vendors are required to conduct background checks on their employees prior to obtaining a job associated with the school district. Peter Romano shared that he surveyed six surrounding districts and found that this is not a requirement within those districts. It was shared that the vendors are not on site during the times that students are at recess (for lawn services) or when snow removal is taking place. Several questions remain about the vetting process for vendors and Mrs. Smith will follow up with the appropriate parties and report back to the committee.

Foreign Field Trips

The committee was presented with information pertaining to two foreign field trip requests from Southington High School. The field trips would take place in April 2016 and would give some students the opportunity to travel to Costa Rica or Italy. The committee did have some questions pertaining to the trips and the administration will provide them with the answers prior to the Board of Education meeting on Thursday, April 23, 2015. The committee agreed to include the field trips on the April 23, 2015 Board of Education meeting agenda.

Other

Mrs. Smith shared that beginning with the 2015-2016 school year, the food service staff will be required to receive professional development. Nya Welinsky, Director of Food Services, will provide the Board of Education with an update and her plans for this new requirement.

The next meeting for the Policy and Personnel Committee is Monday, May 18, 2015 at 5:30 p.m.

By Mrs. Queen, seconded by Mrs. Johnson

“Move that the Policy and Personnel Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 7:30 p.m.

Respectfully Submitted,

Karen L. Smith

Assistant Superintendent for Instruction and Learning

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date April 23, 2015

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

Summary of Issue: Communications (when applicable) will be discussed.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date _____ April 23, 2015 _____

Decision Requested _____

Agenda Code _____ 10 b. _____

AGENDA REPORTING FORM

Agenda Topic: _____ Construction Update _____

Summary of Issue: _____ The District's Phase II Construction and Renovation/Expansion of buildings are listed
_____ below with their current status. _____

Phase II Construction Projects: _____

South End Elementary School - New Construction: _____

The administration is monitoring a recurring moisture issue when extreme temperature changes occur. This may be
_____ caused by winter into spring temperature swings. The project will be closed out when this issue is resolved.

Kennedy & DePaolo Middle School - Renovation/Expansion: _____

Phase 11 of 12 is underway at both projects. Phase 11 represents the final classroom renovations and the new girls
_____ locker room for each project.

Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a
_____ permanent agenda report for school construction projects.

Cost (if applicable): \$16,860,000 – South End _____ \$89,725,000 – Middle Schools _____

Funding Source: State & Local _____

Beginning Date of Program/Project: Varied _____ **Ending Date of Program or Project:** Varied _____

Recommendation or Comment: _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

SOUTHINGTON PUBLIC SCHOOLS
SOUTHINGTON, CONNECTICUT

Teacher Evaluation and Support

*The content of this document is meant for use in the Southington school district
beginning in the 2015-2016 school year.*

The content of this document has been designed by committee consensus.

**Southington's System for Teacher Evaluation and Support
Committee Members
2015-2016**

TBD

Assistant Superintendent for Instruction and Learning

Charity Baker

Teacher-Leader, Elementary School

Bob Brown

Teacher, Southington High School

Jennifer Discenza

Counselor, Kennedy Middle School

Daniel Hart

Teacher, Southington High School

Kimberly Hunt

Personnel Manager

Kimberlee Kalat

Teacher, DePaolo Middle School

Stephanie Lawlor

District Language Arts Coordinator

JoelPatrick Leger

Teacher, Southington High School

Erin Natrass

Teacher-Leader, Elementary School

Debra Moreau

Teacher, DePaolo Middle School

Melissa O'Neil

Teacher, Strong Elementary School

Frank Pepe

Principal, DePaolo Middle School

Dale Riedinger

District Math Coordinator

Josephine Rogala

Teacher-Leader, Middle School

Debbie Scarfo

Teacher, Southington High School

Jeff Shaw

Teacher, Southington High School

Rita Stearns

Counselor, South End Elementary School

Richard Terino

Assistant Principal, Southington High School

Jan Verderame

Principal, Derynoski Elementary School

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Southington's System for Teacher Evaluation and Support

Context

This document outlines a revised model for the evaluation and development of teachers in Southington. It is based on the Connecticut Guidelines for Educator Evaluation and on best practice research from around the country. In early 2013, Southington adopted a modified version of the state model in accordance with the Guidelines to develop an evaluation system to best suit local contexts. This document contains revisions made to that 2013 evaluation system.

Design Principles

The following principles guided the design of this model:

- *Consider multiple, standards-based measures of performance*
This evaluation system uses multiple sources of information and evidence to produce a fair, accurate and comprehensive picture of a teacher's performance. This model defines four categories of teacher performance:
 - Student learning (45%)
 - Teacher performance and practice (40%)
 - Parent feedback (10%)
 - School-wide student learning (5%)
- *Promote both professional judgment and consistency*
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in this model occurs with frequency and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Southington's Educator Evaluation System promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.
- *Ensure feasibility of implementation*
Throughout the district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.

II. Evaluation System Overview

The evaluation system consists of multiple measures to depict an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: *Teacher Practice* and *Student Outcomes*.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - a. **Observation of teacher performance and practice (40%)** as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery or the Southington Teaching Rubric for Music Ensemble and Classroom, which articulate four domains and twelve indicators of teacher practice
 - b. **Parent feedback (10%)** on teacher practice through surveys
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
 - a. **Student growth and development (45%)** as determined by the teacher's student learning objective(s) (SLOs)
 - b. **Whole-school measure of student learning (5%)** as determined by aggregate student learning indicators

Ratings from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as follows:

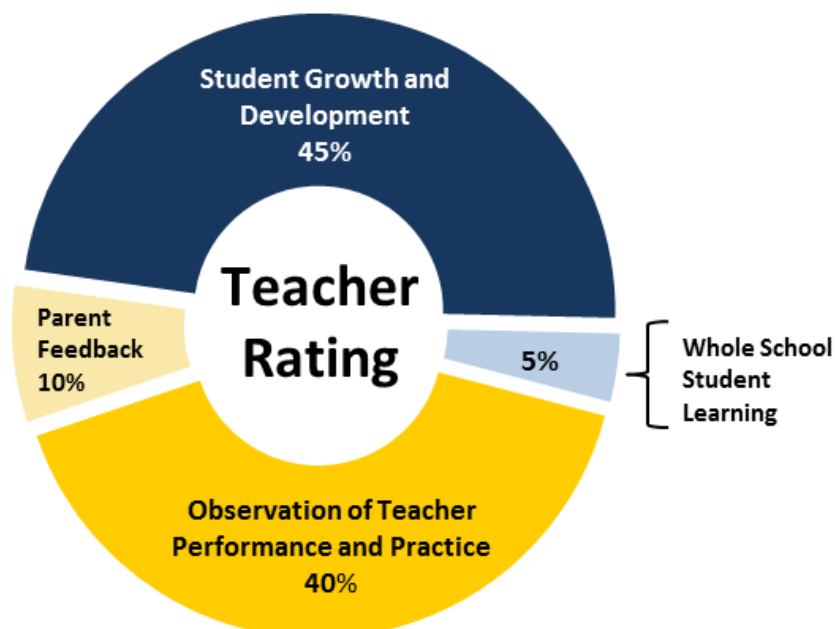
Exemplary – substantially exceeding indicators of performance

Proficient – meeting indicators of performance

Developing – meeting some indicators of performance but not others

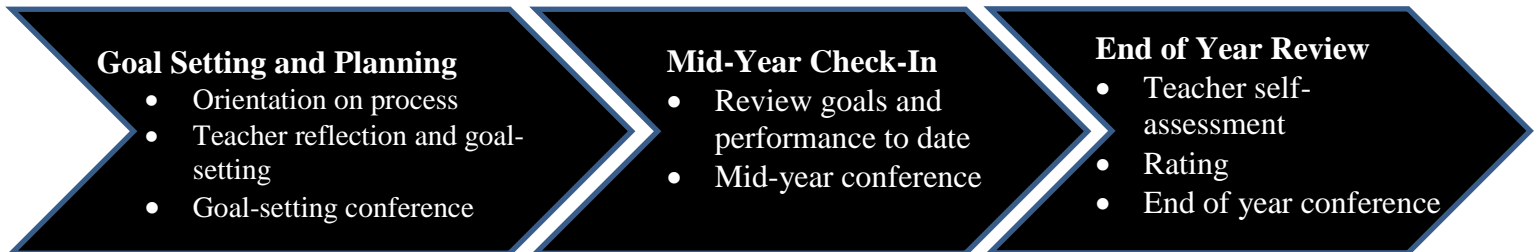
Below Standard – not meeting indicators of performance

(Note: The term “performance” when applied to a rating means “progress as defined by specified indicators.” Indicators are mutually agreed upon, as applicable, and shall be demonstrated by evidence.)



Teacher Evaluation Process

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal Setting and Planning:

Time frame: Completed by November 1

1. *Orientation Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objective(s) (SLOs) and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal Setting* – The teacher examines student data, prior year evaluation and survey results, and the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom to draft proposed performance and practice goal(s), a parent feedback goal and student learning objective(s) (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal setting process.
3. *Goal Setting Conferences* – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Time frame: January and February

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to-date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective(s) (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development plan.

End-of-Year Summative Review:

Time frame: May and June

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Rating* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year. *At this meeting, a preliminary discussion on a teacher performance goal for the following year will be discussed.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. District coordinators may also serve as primary evaluators. The district may also decide to use complementary evaluators to assist the primary evaluator (e.g., another administrator). Complementary evaluators may also be certified teachers, although they may also have administrative certification. Complementary evaluators *must* be fully trained as evaluators in a training program approved by the superintendent in order to be authorized to serve in this role. They may have specific content knowledge, such as department heads or curriculum coordinators.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objective(s) (SLOs), and providing additional feedback. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The district will provide training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. The district will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure evaluators are proficient in conducting teacher evaluations.

At the request of a district employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (i.e., include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating. In addition, CSDE will select districts at random annually to review evaluation evidence files for minimum of two educators rated exemplary and two educators rated below standard.

III. Support and Development

When paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

Throughout the Southington model, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator, and this serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; teacher leaders; and focused professional development based on goals for continuous growth and development.

Improvement and Remediation Plans

If a post-tenure teacher's performance is rated or projected as developing or below standard, it signals the need for the administrator to begin construction of an individual teacher improvement and remediation plan. The evaluator will collaboratively develop the improvement and remediation plan with the teacher and his/her exclusive bargaining representative. The staff member has the right to representation by his/her exclusive bargaining unit during all subsequent meetings. Notification of placement on an improvement and remediation plan will be presented verbally and in writing. The following procedure commences with this notification:

- Within fifteen (15) work days, a meeting is held between the staff member and the evaluator to develop the improvement and remediation plan whose content may supersede any current or prior professional development plan.
- The staff member and the evaluator may select a peer coach, department chairperson, appropriate subject coordinator, or other mutually agreed upon personnel to assist the staff member in an advisory capacity only.
- The elements of the plan are:
 - a. area(s) of concern defined;
 - b. support, strategies, and resources to be provided which address the documented deficiencies and their implementation frequency;
 - c. indicators of success which correlate to nothing less than an outcome of a **Proficient** summative rating;
 - d. a timeline for meeting the year-end summative rating of no less than **Proficient** which identifies a mid-year conference in January;
 - e. scheduled observations and periodic meetings must occur at designated frequency; and,
 - f. all evaluative feedback will include a written summary.

(See Appendix H for sample.)

For non-tenured teachers (years 1-4) refer to this document's **Definition of Effectiveness and Ineffectiveness**.

IV. Teacher Practice Related Indicators

The Teacher Practice Related Indicators, which constitute half of the summative teacher rating, evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which represents 40%
- Parent Feedback, which represents 10%

CATEGORY #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice as assessed by the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom. This category comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

The Connecticut Common Core of Teaching Rubric for Effective Teaching (Appendix B) represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. It is organized into four domains each with three indicators:

CT Common Core of Teaching Rubric for Effective Teaching

DOMAIN 1

Classroom Environment, Student Engagement and Commitment to Learning

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students
- 1c. Maximizing instructional time by effectively managing routines and transitions

DOMAIN 2

Planning for Active Learning

- 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students
- 2b. Planning instruction to cognitively engage students in the content
- 2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3

Instruction for Active Learning

- 3a. Implementing instructional content for learning
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies
- 3c. Assessing student learning, providing feedback to students and adjusting instruction

DOMAIN 4

Professional Responsibilities and Teacher Leadership

- 4a. Engaging in continuous professional learning to impact instruction and student learning
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning

Educators and Support Specialists Framework

The Connecticut Common Core of Teaching Rubric for Effective Service Delivery (Appendix B) is the rubric to be used for Student and Educator Support Specialists identified as follows: library/media specialists, school counselors, school psychologists, social workers, and speech and language pathologists.

A special education teacher, through mutual agreement with his/her evaluator will decide on using either The Connecticut Common Core of Teaching Rubric for Effective Teaching or the Connecticut Common Core of Teaching Rubric for Effective Service Delivery.

The Southington Teaching Rubric for Music Ensemble and Classroom (Appendix C) is the rubric to be used for music teachers.

Observation Process

Teacher observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information.

Observations in and of themselves aren't useful to teachers without timely feedback.

Therefore, each teacher should be observed as delineated in the following table through both formal or informal observations as defined below:

- **Formal** ~ Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. For all formal evaluations a Pre-Observation form must be completed prior to the pre-conference where required.
- **Informal** ~ Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written feedback.
- All observations must be followed by written feedback, (e.g., informal observations - Form F-6a; formal observations - Form F-5c). This should occur within five school days of an observation.
- Any teacher may request an additional formal observation subject to the administrator's approval. Any dispute shall be submitted to a subcommittee of Southington's Professional Development and Evaluation Committee (PDEC).

A summary of requirements is listed below:

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum three formal observations; all will include a post conference; two will include a pre-conference.
Below Standard and Developing, Tenured and Non-Tenured	Minimum three formal observations; all will include post conference; two will include pre-conference and an additional two informal observations.
Proficient and Exemplary, 3 rd & 4 th Year Teachers, Tenured and Previously Tenured in other district	Minimum one formal observation including pre and post conference once every three years; three informal observations all other years.

Pre-conferences and Post-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described. A pre-conference can be held with a group of teachers, where appropriate. For all formal observations, where required, Form F-5a must be completed prior to the pre-conference.

Post-conferences provide a forum for reflecting on the observation against the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment (Form F-5b) of the lesson observed;
- cites objective evidence to depict a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator (Form F-5c); and,
- occurs within five school days of the observation.

Classroom observations provide the most evidence for Domains 1 and 3 of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom but both pre- and post-conferences provide the opportunity for discussion of all four Domains, including practice outside of classroom instruction.

Non-Classroom Reviews of Practice

Because this evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four Domains of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, PPTs, grade level/department meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, teacher presentations, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive manner. Feedback should include:

- specific evidence and ratings, where appropriate, on observed indicators of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a time frame for follow up.

Teacher Performance and Practice Goal-Setting

At the start of the year, each teacher will work with his or her evaluator to develop a practice and performance goal through mutual agreement. This goal will provide a focus for the observations and feedback conversations. The goal should have a clear link to student achievement and should move the teachers towards Proficient or Exemplary on the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom. Schools may decide to create a school-wide goal aligned to a particular indicator that all teachers will include as one of their goals (i.e., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies).

Teacher Performance and Practice Rating

Individual Observations

Evaluators are not required to provide an overall rating for each observation. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., Teacher asks, “*Which events precipitated the fall of Rome?*”) and not judgmental (e.g., Teacher asks good questions.). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. The final teacher performance and practice rating will be determined by the evaluator in a two-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the 12 indicators. If an indicator has no identified evidence, its rating will default to the prior year’s rating.
2. Apply domain weights to domain ratings to determine an overall Observation of Teacher Performance and Practice rating.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year’s observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

Consistency: What rating have I seen relatively uniform, homogeneous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in this area?

Trends: Have I seen improvement over the time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Are some data more valid than others?

Once a rating has been determined for each indicator within a Domain, the preponderance of evidence will predicate the overall Domain rating. See example below for Domain 1:

Domain 1	Rating
1a	Proficient
1b	Proficient
1c	Developing
Domain 1 Summative	Proficient

2. Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 1 and 3 are weighted significantly more than others each at 35%. Planning and Professional Responsibilities are each weighted 15%. See examples below for overall Performance and Practice rating.

Domain	Rating	Weighting
1	Proficient	35%
2	Exemplary	15%
3	Proficient	35%
4	Exemplary	15%
Domains 1-4 Combined Summative	Proficient	

Domain	Rating	Weighting
1	Developing	35%
2	Proficient	15%
3	Developing	35%
4	Proficient	15%
Domains 1-4 Combined Summative	Developing	

The summative Teacher Performance and Practice rating and its Domain ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be used in advance of the mid-year conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

CATEGORY #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area.

The process described below:

1. Conducting a whole-school parent survey (data is aggregated at the school level);
2. Administration establishing **one** school-wide goal based on the survey feedback;
3. Teacher and evaluator discussing the **one** related parent engagement goal established by administration and what growth/improvement targets are district expectations of the teacher;
4. Measuring progress on growth targets; and,
5. Determining a teacher's summative rating. This parent feedback rating shall be based on the four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

Appendix E contains a model parent survey that can be used to collect parent feedback. Southington schools may use that survey, use existing survey instruments, or develop their own. The Southington school district will work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process. Parent surveys deployed by the Southington school district should be valid (the instrument measures what it is intended to measure) and reliable (the use of the instrument is consistent among those using it and is consistent over time).

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and discuss the administration's established parent engagement goal based on the survey results.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, a teacher will determine through consultation and mutual agreement with his/her evaluator the action steps involved in his/her growth/improvement targets. Growth/Improvement Targets include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

A teacher will set growth/ improvement targets related to the goal identified. For instance, if the goal is to improve parent communication, the growth/improvement target could contain action steps such as sending regular correspondence to parents such as bi-weekly updates or developing a new website for his/her class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals and (2) that the growth/ improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on his/her growth targets. A teacher can (1) measure how successfully a strategy is implemented to address an area of need, and/or (2) collect evidence directly from parents to measure parent-level indicators they generate.

For example, a teacher could conduct interviews with parents or a brief parent survey to see if he/she improved on the growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher.

V. Student Outcomes Related Indicators

The Student Outcomes Related Indicators constitute half of the summative teacher rating. As part of this process, teachers will document their efforts and anchor them in data.

Student Related Indicators include two categories:

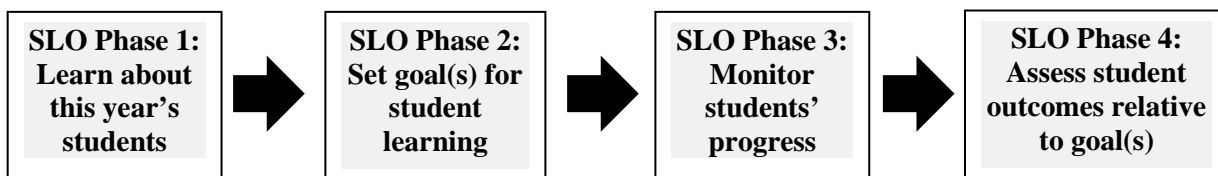
- Student growth and development, which represents 45%.
- Whole-school student learning which represents 5% of the total evaluation rating.

These categories are described in detail below.

CATEGORY #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject area at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. A goal-setting process called **Student Learning Objectives (SLOs)** is the approach for measuring student growth during the school year. Student Learning Objectives will use the following planning cycle:



Teachers will set specific and measurable targets. These may be developed through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

**SLO Phase 1:
Learn about
this year's
students**

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can utilize to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.

**SLO Phase 2:
Set goal(s) for
student
learning**

Each teacher will write a minimum of one Student Learning Objective (SLO). Teachers whose students take a standardized assessment will create an SLO which incorporates a minimum of one standardized indicator. Any standardized indicator must be paired with at least one non-standardized indicator. All other teachers will develop their SLOs based on non-standardized indicators.

As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- A periodic assessment tool, including formative versions of a statewide mastery exam such as the SB, that is administered more than once per year to examine student growth and development over time and cumulative results of which shall determine progress toward a goal mutually agreed upon between an evaluator and teacher
- Broadly administered (e.g., nation or state wide)
- Commercially produced

Such tools shall be aligned to a district's curriculum and document student growth and development over the course of a school year.

As stated in the CT Guidelines for Educator Evaluation, a non-standardized assessment is characterized by the following description:

- A task or set of tasks designed to show growth over the course of the school year aligned to a district's curriculum and rated against a set of criteria that describes student growth and development. Non-standardized indicators of student growth and development include, but are not limited to, demonstrations, performances, constructed projects, student written and oral work, curriculum-based assessments (such as those constructed by a teacher, or team of teachers), and other tasks that appropriately show student growth and development.

To create SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective(s)

The objective will be a broad goal for student learning. It should address a central purpose of the teacher's assignment and it should pertain to a large or significant proportion of his/her students.

An SLO should reflect high expectations for student learning and should be aligned to relevant state, national, or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). Secondary certified staff will base SLOs on appropriate content area.

Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, flexibility is granted in applying the Core Requirements of teacher evaluation. During the goal setting conference, the educator and the evaluator will take the following steps in the development of the IAGDs:

- Agree on the students or caseloads that the educator is responsible for and his/her role.
- Determine if the indicator will apply to the individual teacher, a team of teachers, a grade level, or the whole school.
- Identify the unique characteristics of the population of students which would impact student growth (e.g., high absenteeism).
- Identify the learning standard to measure, the assessment, data or product for measuring growth, timeline for instruction (including strategies to be used) and measurement.
- Establish the baseline and set targets.
- Identify needed professional development to support targeted areas.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with assignments may have identical objectives although they will be individually accountable for their own students' results.

The Goal should be **SMART**:

- S** = Specific and Strategic
- M** = Measurable
- A** = Aligned and Attainable
- R** = Results Oriented
- T** = Time Bound

Additional information on SMART goals and examples can be found in Appendix D. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the mid-year conference and the end-of-year conference.

The following are examples of Student Learning Objectives based on student data:

Teacher Category	Student Learning Objectives
Eighth Grade Language Arts	My students will master critical elements of the argumentative/informative essay.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Any SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low performing students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The *Template for Setting SMART Goals* should be referenced as a resource for setting SLOs/IAGDs (Appendix C).

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all second grade teachers in a district might use the same reading assessment as the IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers.

Taken together, SLO indicators, if achieved, would provide evidence the objective was met. Examples of indicators that might be applied to the previous SLO examples to follow:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
Eighth Grade Language Arts	My students will master critical elements of the argumentative/informative essay.	1. 79 of my 93 students (85%) will attain at least a 3 (1-4 scale) on the SB essay as measured by the performance task writing rubrics.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of math skills by June 2015.	1. All students assessed on the SB, 17 out of 22 (77%), will achieve Level 3 (Meets Achievement Level) or Level 4 (Exceeds Achievement Level).

Sample SLO – Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
Eighth Grade Language Arts	My students will master critical elements of the argumentative/informative essay.	1. 74 of my 93 students (80%) will attain Level 3 or Level 4 on the May assessment as measured by an SB-aligned rubric.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 95 of my 112 students (85%) will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (timing or scoring plans);
- the baseline data was used to set each IAGD;
- incorporation of **one** strategy correlated to the Whole-School Student Learning Goal if applicable
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and,
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLO(s) to Evaluator for Approval

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLOs.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs not approved must be revised and resubmitted to the evaluator **within ten days**.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Indicators
Objective is deeply relevant to teacher's assignment and addresses a large or significant proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective indicators are attainable but ambitious, and taken together represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

**SLO Phase 3:
Monitor
students'
progress**

Once SLOs are approved, teachers should monitor students' progress toward the objectives. They can for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference between the evaluator and the teacher.

**SLO Phase 4:
Assess student
outcomes
relative to
goal(s)**

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: **Exemplary, Proficient, Developing, Below Standard.**

For SLOs with more than one indicator, the evaluator may rate each indicator separately; then he/she can look at the results as a body of evidence regarding the accomplishment of the objective and rate the SLO holistically.

The final student growth and development rating for a teacher is the overall SLO rating. The SLO rating and its individual indicator ratings, will be shared and discussed with the teacher during the end-of-year conference.

CATEGORY #4: Whole-School Student Learning Indicator (5%)

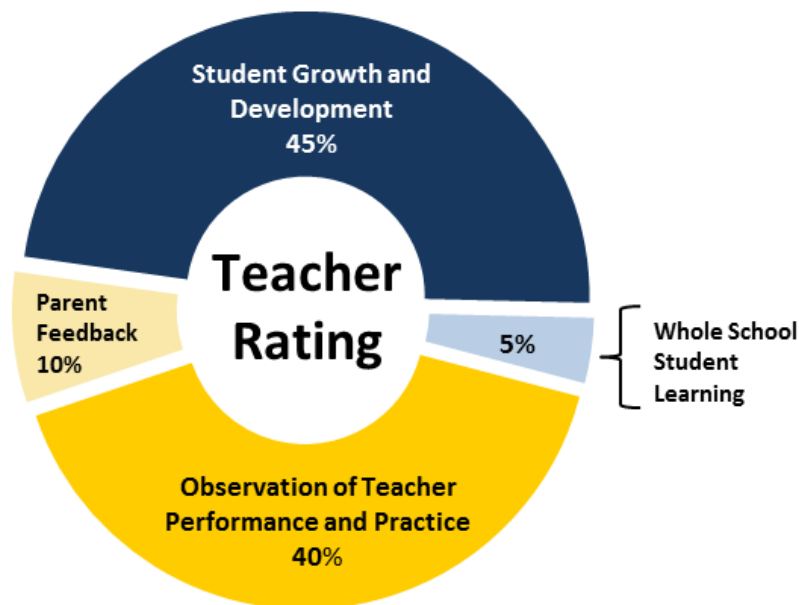
Whole-school student learning indicator

The Southington Educator Evaluation plan shall include a whole-school student learning indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating per school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

VI. Summative Teacher Evaluation Rating

Summative Rating

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: *Student Outcomes Related Indicators* and *Teacher Practice Related Indicators*.



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1. Determine a Teacher Practice Related Indicators Rating by combining the Observation of Teacher Performance and Practice rating and the Parent Feedback rating.
2. Determine a Student Outcomes Related Indicator Rating by combining the Student Growth and Development rating and Whole-School Student Learning rating.
3. Use Summative Matrix in conjunction with a preponderance of evidence to determine Summative Rating.

Each step is illustrated below:

1. Determine a Teacher Practice Related Indicators rating by combining the observation of the teacher performance and practice rating and the parent feedback rating.

The observation of the teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Holistic value should be deduced on this basis.

Category	Rating	Weight	Overall Teacher Practice Rating
Observation of Teacher Performance and Practice	Proficient	40%	Proficient
Parent Feedback	Developing	10%	

2. Determine a Student Outcomes Related Indicators rating by combining the student growth and development rating and whole-school student learning rating.

The student growth and development category counts for 45% of the total rating, and the whole-school student learning category counts for 5% of the total rating. Holistic value should be deduced on this basis.

Category	Rating	Weight	Overall Student Outcome Rating
Student Growth and Development (SLOs)	Developing	45%	Developing
Whole School Student Learning	Proficient	5%	

3. Use the Summative Matrix to determine Summative Rating in conjunction with the preponderance of evidence.

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *Proficient* and the Student Outcomes Related Indicators rating is *Developing*. The summative rating is therefore *Proficient*. If the two focus areas are highly discrepant (e.g., a rating of *Exemplary* for Teacher Practice and a rating of *Below Standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Overall Outcomes Rating		Overall Practice Rating			
	<u>Rated</u>	<u>Exemplary</u>	<u>Proficient</u>	<u>Developing</u>	<u>Below Standard</u>
	<u>Exemplary</u>	Exemplary	Exemplary	Proficient	Gather further information
	<u>Proficient</u>	Exemplary	Proficient	Developing	Gather further information
	<u>Developing</u>	Proficient	Proficient	Developing	Below Standard
	<u>Below Standard</u>	Gather further information	Developing	Developing	Below Standard

Definition of Effectiveness and Ineffectiveness

Effectiveness and ineffectiveness shall be defined as below:

Non-tenured teachers (Years 1-4) shall generally be deemed *effective* if said educator receives a “Proficient” rating or higher. However, only in the first year may a non-tenured teacher with a “Developing” rating be afforded the opportunity to return to the district. The Superintendent shall offer a contract to any educator he/she deems effective at the end of year four.

A tenured teacher shall generally be deemed *ineffective* if said educator receives at least two sequential or three non-sequential “Developing” ratings or one “Below Standard” rating at any time.

Dispute Resolution Process

A dispute shall be submitted to a subcommittee of Southington’s Professional Development and Evaluation Committee (PDEC). The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the PDEC to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Appeal Timeline

1. A dispute arises over objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.
2. Teacher receives his/her Teacher Performance and Practice evaluation form within five days of the observation or End-of-Year Summative evaluation form, at the least, three (3) school days prior to the end of the school year.
3. Teacher submits a written appeal to his/her administrator, superintendent, and the president of the collective bargaining unit within seven (7) calendar days of receiving the disapproval of goals, the feedback on performance and practice, or the final summative rating. Teacher submits a written rebuttal to be attached to the document under appeal.
4. The subcommittee of the Southington Professional Development and Evaluation Committee (PDEC) conducts a hearing within fifteen (15) calendar days and renders its decision within five (5) calendar days.

Appendix A

Connecticut Common Core of Teaching Rubric for Effective Teaching

CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain

1

Classroom Environment, Student Engagement and Commitment to Learning²

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a.** Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing instructional time by effectively managing routines and transitions.

Domain

3

Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a.** Implementing instructional content for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain

2

Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a.** Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning instruction to cognitively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain

4

Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a.** Engaging in continuous professional learning to impact instruction and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

1: Classroom Environment, Student Engagement, and Commitment to Learning

Teachers promote **student engagement, independence, and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.¹

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including two or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interaction among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interaction among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity²	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

Note: Southington edits are underlined.

¹**Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

²**Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement, and Commitment to Learning

Teachers promote **student engagement, independence, and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
<i>Promoting social competence³ and responsible behavior</i>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁴ and social skills and take responsibility for their actions.

³**Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁴**Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement, and Commitment to Learning

Teachers promote **student engagement, independence, and interdependence** in learning and facilitate a positive learning community by:

Indicator 1C | Maximizing instructional time by effectively managing routines and transitions⁵.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

⁵ **Routines and transitions:** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁶ for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including two or more of the following:</i>
<i>Content of lesson plan⁷ is aligned with standards</i>	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁸	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<i>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</i>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
<i>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</i>	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful Instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies⁹	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

⁶**Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). Hess's Cognitive Rigor Matrix - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁷**Lesson plan:** a purposeful planned learning experience.

⁸**Connecticut content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

⁹**Literacy strategies:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2b | Planning instruction to cognitively engage students in the content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks, and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks, and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks, and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse ¹⁰ or inquiry-based learning ¹¹ and/or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources¹² and flexible groupings¹³ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global, and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

¹⁰**Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.

¹¹**Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

¹²**Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹³**Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2C | Selecting appropriate assessment strategies¹⁴ to monitor student progress.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

¹⁴**Assessment Strategies** are used to evaluate student learning during and after instruction.

- Formative assessment** is part of the instructional process, used by teacher and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
- Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

3: Instruction for Active Learning

Teachers implement instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3a Implementing instructional content¹⁵ for learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including two or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction. <u>Teacher helps students to explain how the learning is situated within the broader learning context/curriculum.</u>	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges student to extend their learning beyond the lesson expectations <u>and/or make cross-curricular connections.</u>
Literacy strategies¹⁶	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

¹⁵**Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁶**Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective

3: Instruction for Active Learning

Teachers implement instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator **3b**

Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking, and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks, and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources¹⁷ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career, or global connections.	Promotes student ownership, self-direction, and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

¹⁷**Instructional resources:** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of

3: Instruction for Active Learning

Teachers implement instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator **3C**

Assessing student learning, providing feedback to students, and adjusting instruction.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including two or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for student to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses students learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
Feedback¹⁸ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments¹⁹	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

¹⁸**Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

¹⁹**Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and leadership** by:

Indicator 4a | Engaging in continuous professional learning to impact instruction and student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school, and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and leadership** by:

Indicator 4b Collaborating to develop and sustain a professional learning environment to support student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Collaboration with colleagues	Attends required meeting to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and leadership** by:

Indicator **4C** Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications²⁰	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

²⁰**Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

From footnote ² on page 26:

Student diversity: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

APPENDIX B

** The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery
Adapted for Student and Educator Support Specialists*

Please note the following values:

Domain 1 35% *Domain 2 15%* *Domain 3 35%* *Domain 4 15%*.

CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

- 1a. Promoting a positive learning environment that is respectful and equitable.**
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**
- 1c. Maximizing service delivery by effectively managing routines and transitions.**

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

- 3a. Implementing service delivery for learning.**
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**
- 3c. Assessing student learning, providing feedback to students, and service delivery.**

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

- 2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.**
- 2b. Planning prevention/intervention to actively engage students in the content.**
- 2c. Selecting appropriate assessment strategies to monitor student progress.**

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

- 4a. Engaging in continuous professional learning to impact service delivery and student learning.**
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning.**
- 4c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.**

1: Learning Environment, Student Engagement, and Commitment to Learning

Service providers promote **student engagement, independence, and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a | Promoting a positive learning environment that is respectful and equitable.²

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interaction among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interaction among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates learning and/or promotes environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

²**Respectful and equitable learning environment:** Understanding that educators must continuously work to ensure not only that educational learning environment are inclusive and respectful of all students, but they also offer opportunities for equitable access, survivability, outputs, and outcomes. Branson, C., & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. Routledge.

³**Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Learning Environment, Student Engagement, and Commitment to Learning

Service providers promote **student engagement, independence, and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence⁴ and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.

⁴**Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵**Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Learning Environment, Student Engagement, and Commitment to Learning

Service providers promote **student engagement, independence, and interdependence** in learning and facilitate a positive learning community by:

Indicator 1c | Maximizing service delivery by effectively managing routines and transitions.⁶

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to prior needs of students	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.

⁶**Routines and transitions:** Routines can be instructional or non-instructional organization activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2a

Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<i>Prevention/intervention plan⁸ is aligned with standards</i>	Plans prevention/intervention that is misaligned with or does not address the <u>appropriate Connecticut content standards⁹</u> and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns <u>with appropriate Connecticut content standards</u> and/or discipline-specific state guidelines.	Plans prevention/intervention that directly aligns with <u>appropriate Connecticut content standards</u> and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
<i>Prevention/intervention rests on evidence-based practice, student need, and appropriate level of challenge</i>	Does not plan prevention/intervention using evidence-based practice, student need, or <u>appropriate level of challenge</u> .	Partially plans prevention/intervention using evidence-based practice, student need, and <u>appropriate level of challenge</u> .	Plans prevention/intervention using evidence-based practice, student need, and <u>appropriate level of challenge</u> .	Plans to <u>challenge students to extend their learning to make connections to the school setting and larger world</u> .
<i>Use of data to determine students' prior knowledge and differentiate based on students' learning needs</i>	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data ¹⁰ to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth, and development.
Connection to school setting and larger world	Plans prevention/intervention that includes few opportunities for student to <u>connect to school setting and larger world</u> .	Plans prevention/intervention that includes some opportunities for students to <u>connect to school setting and larger world</u> .	Plans prevention/intervention that <u>includes multiple opportunities for students to connect to school setting and larger world</u> .	Designs opportunities for students to independently select <u>prevention/intervention strategies that support their learning in the school setting and larger world</u> .

Text that is UNDERLINED reflects Common Core State Standards Connections.

⁷**Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). Hess's Cognitive Rigor Matrix - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁸**Prevention/Intervention plan:** a purposeful planned learning experience.

⁹**Connecticut content standards:** Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

¹⁰**Multiple sources of data:** May include existing data or data to be collected. Data may formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades etc.) and data may be formative or summative.

2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2b | Planning prevention/intervention to actively engage students in the content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks, and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider- directed prevention/intervention <u>strategies, tasks, and questions</u> that provide some opportunities for students' active engagement.	Plans instructional <u>strategies, tasks, and questions</u> that promote student active engagement <u>through problem-solving, critical or creative thinking, discourse¹¹ or inquiry-based learning¹² and/or application to other situations.</u>	Plans to release responsibility to the students <u>to apply and/ or extend learning to other situations.</u>
Resources ¹³ and flexible groupings ¹⁴ support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that <u>minimally engage students and minimally support new learning about the world at large.</u>	Selects or designs resources and/or flexible groupings that actively engage students in <u>real world, global, and/or career connections</u> that support new learning.	Selects or designs resources that <u>actively engage students to extend new learning.</u>

Text that is UNDERLINED reflects Common Core State Standards Connections.

¹¹**Discourse:** Is defined as the purposeful interaction between service providers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.

¹²**Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The service provider's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

¹³**Resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁴**Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2C | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/intervention outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/intervention outcomes at critical points throughout the prevention/intervention plan.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

¹⁵**Assessment Strategies** are used to evaluate student learning during and after service delivery.

1. **Formative assessment** is part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the service and learning goals have been met.

3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:

Indicator **3a** | Implementing service delivery¹⁶ for learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Prevention / Intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly <u>communicates learning expectations to students and sets a specific purpose for prevention/ intervention</u> and helps students to see how the learning is aligned with <u>Common Core Standards</u> and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
Prevention / intervention plan precision	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/ intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
Prevention / intervention progression and level of challenge	Delivers prevention/ intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/ intervention in a generally logical progression, is somewhat evidence-based, attentive to students needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
Connection to school and larger world	Delivers prevention/ intervention with few opportunities for students to <u>connect to the school setting and larger world.</u>	Delivers prevention/ intervention with some opportunities for students to <u>connect to the school setting and larger world.</u>	Delivers prevention/ intervention that consistently integrates into the <u>school setting and larger world.</u>	Provides opportunities for students to independently use prevention/intervention strategies in the <u>school setting and larger world.</u>

Text that is **UNDERLINED** reflects **Common Core State Standards Connections**.

¹⁶**Service Delivery framework:** A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3b Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Strategies, tasks and question do not lead students to construct new and meaningful learning.	Uses a combination of tasks and question in an attempt to lead students to construct new learning, with some opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry.</u>	Employs differentiated strategies, tasks and question that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that <u>promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u>	Includes opportunities for students to <u>work collaboratively, when appropriate, and to generate their own question and problem-solving strategies, synthesize and communicate information.</u>
Resources¹⁷ and flexible groupings¹⁸	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of <u>new learning to make real world, career or global connections.</u>	<u>Promotes student ownership, self-direction, and choice of resources and/or flexible groupings to develop their learning.</u>
Student responsibility and independence	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.

Text that is UNDERLINED reflects Common Core State Standards Connections.

¹⁷**Resources:** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁸**Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator **3C** Assessing student learning, providing feedback to students, and service delivery.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for student to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes.	Assesses students learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
Prevention/intervention adjustments²⁰	Makes no attempts to adjust delivery of prevention/intervention plan.	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.

¹⁹**Feedback:** Effective feedback provided by the service provider is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰**Prevention/intervention adjustments:** Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and leadership** by:

Indicator 4a | Engaging in continuous professional learning to impact service delivery and student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Service provider self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school, and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice and/or changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and**

Indicator 4b

Collaborating to develop and sustain a professional learning environment to support student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Collaboration with colleagues	Attends required meeting to review data but does not use data to adjust prevention/intervention practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to prevention/intervention practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent prevention/intervention practice to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and prevention/intervention practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and**

Indicator 4C

Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

²¹**Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to support connectedness between home and school experiences.

APPENDIX C

* *The Southington Teaching Rubric for Music Ensemble and Classroom*
(Adapted from the National Association for Music Education)

Southington Teaching Rubric for Music Ensemble – At a Glance

Evidence Generally Collected Through In-Class Observations

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

<p style="text-align: center;"><u>Domain 1</u> Environment, Student Engagement, and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions). 	<p style="text-align: center;"><u>Domain 2</u> Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students. 2b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes. 2c. Designing appropriate student assessments to monitor student progress.
<p style="text-align: center;"><u>Domain 3</u> Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Communicating clear and accurate knowledge and skill expectations to students. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques. 3c. Using assessment in instruction to provide feedback to students and adjust teaching. 	<p style="text-align: center;"><u>Domain 4</u> Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation. 4b. Participating in professional and school communities and maintaining accurate records related to that participation. 4c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.

(Adapted from the National Association for Music Education)

1: Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Maintaining Respect and Rapport	Teacher-student interactions are mostly negative, sarcastic, demeaning, or insensitive to developmental and cultural differences. Students exhibit disrespect for the teacher and one another. Teacher does not deal with disrespectful behavior and does not build rapport by displaying warmth, caring, or encouragement.	Teacher-student interactions are typically positive and supportive, but there is some evidence of favoritism or lack of developmental and cultural sensitivity. Students occasionally demonstrate respectful behavior. Teacher responds to disrespectful behavior, but attains mixed results. Teacher efforts to build rapport are somewhat successful.	Teacher-student interactions are uniformly positive and supportive. Teacher and students work together, and students exhibit respect for the teacher through on-task behaviors and work habits. Student interactions are generally polite and respectful. The teacher is efficient and effective in managing disruptions. Teacher has successfully built rapport with most students.	There is an atmosphere of genuine caring and respect between the teacher and students as individuals. Students respond willingly to requests to try new learning strategies and techniques. When necessary, students correct each other's behavior and promote civility. Teacher has a rapport that reflects a genuine understanding of each student as an individual.
Establishing a Culture for Learning	The rehearsal culture is characterized by a lack of teacher and student commitment to improving musicianship. There is little or no investment of student energy into music-making or music learning. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The rehearsal culture is characterized by some degree of teacher and student commitment to improving musicianship. On occasion, teacher appears to be "going through the motions," and students are more interested in playing/singing straight through the pieces than in the quality of their music-making. Teacher often conveys the idea that success in music-making is the result of natural ability rather than hard work. High expectations for music-making are reserved for those students thought to possess extraordinary musical ability.	The rehearsal culture is a busy and productive place where music learning is valued by all, with high expectations for music-making the norm for most students. Teacher conveys the concept that with hard work students can be successful musicians. Students understand their role as musicians and consistently expend effort to improve their musicianship. Rehearsal interactions support learning and hard work.	The rehearsal culture is an aesthetically vibrant and pleasing place, characterized by a shared belief in the importance of each individual student's musicianship to the realization of the musical score. Teacher conveys high expectations for music-making and learning by all students and insists on hard work. Students assume responsibility for high-quality music-making by offering constructive criticism, suggesting various musical techniques or interpretations, and helping peers.

1: Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Managing Student Behavior	There is no evidence of standards for musician conduct. There is little or no monitoring of student behavior. Students frequently challenge the teacher's authority. Teacher typically responds to misbehavior by losing emotional control and disrespecting students.	Standards for musician conduct appear to have been established, but their implementation in rehearsals and sectionals is inconsistent. Teacher tries to monitor student behavior and respond to misbehavior, but disciplinary procedures are occasionally overactive, inconsistent, or ineffective.	Student behavior in rehearsals and sectionals is typically appropriate. Teacher monitors student behavior against established standards for musician conduct. Teacher responses to misbehavior are consistent and effective.	Student behavior in rehearsals and sectionals is entirely appropriate. Ensemble members take an active role in monitoring their own behavior and that of other students against the standards for musician conduct. Teacher's monitoring of student behavior is often subtle and preventative. When ensemble members do misbehave, the teacher's response is respectful but also appropriate to the nature and frequency of the offense.

1: Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Managing Classroom Procedures	Much rehearsal time is lost due to ineffective and inefficient classroom routines and procedures. There is little or no evidence that the teacher is able to manage ensemble and sectional settings, transitions, and/or handling of music and other instructional materials, resulting in frequent disruption of learning. Students do not know or will not follow established rehearsal and performance routines.	Some rehearsal time is lost due to only partially effective classroom routines and procedures. Teacher’s management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials is often inconsistent and only partially successful, leading to some disruption of learning. Students follow established rehearsal and performance routines only when given regular guidance and prompting.	There is limited loss of rehearsal time because of effective classroom routines and procedures. Teacher’s management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials is typically successful. With minimal guidance and prompting, students follow established rehearsal and performance routines.	Rehearsal time is maximized because classroom routines and procedures are both efficient and effective. Students contribute to the management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials. Rehearsal and performance routines are well understood and may be initiated by students.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes errors with regard to period and style of the music performed and does not correct errors made by students. Teacher's plans and practice display little understanding of how concepts and skills relate to one another or knowledge about the relationships between the music and other disciplines. Teacher displays little or no understanding of the range of suitable pedagogical approaches, and conducting technique is unclear and uncommunicative.	Teacher is familiar with the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher displays a lack of understanding of how concepts and skills relate to one another or knowledge about the relationships between the music and other disciplines. Teacher's plans and practice reflect a limited range of pedagogical approaches and conducting techniques.	Teacher displays a solid knowledge of the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher has an understanding of how concepts and skills relate to one another and is familiar with relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches and use of good conducting techniques.	Teacher displays extensive knowledge of the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher has knowledge of how concepts and skills relate to one another and an understanding of relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches and use of clear conducting techniques to communicate musical nuance.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and shows minimal knowledge about levels of development and playing skill of the students when selecting repertoire. Teacher does not seek knowledge or an understanding of students' backgrounds, cultures, interests, special needs, or language proficiency.	Teacher indicates the importance of understanding how students learn, and shows knowledge about levels of development and playing skill for the ensemble as a whole when selecting repertoire. Teacher seeks knowledge or an understanding of students' backgrounds, cultures, interests, special needs, and language proficiency for the ensemble as a whole.	Teacher understands the active nature of student learning, and shows knowledge about levels of development and playing skill for groups of students when selecting repertoire. Teacher purposefully seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency. This information is acquired for groups of students.	Teacher actively seeks and uses knowledge of students' levels of development and playing skill when selecting repertoire. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency from a variety of sources. This information is acquired for individual students.
Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom or rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill available through the school/district and external to the school.	Teacher displays basic awareness of resources available for classroom use and for rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill through the school and/or district, but very limited or no knowledge of resources available external to the school.	Teacher displays awareness of resources available for classroom and rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill. Awareness of resources includes those available through school and/or district as well as some external to the school, both in digital and print forms.	Teacher's displays extensive knowledge of resources available for classroom and rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill. Knowledge of resources include those available through school and/or district, in the community, universities, and name and other professional organizations, both in digital and print forms, including peer-to-peer forums.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Designing Coherent Instruction	There is no or little prior planning to the rehearsal structure. Instructional outcomes are vague and not coherent. Students are not engaged in the rehearsal, and too much or too little time is spent on any one concept. There is little to no variety in the type of instruction planned.	Some of the learning activities and materials are suitable to the instructional outcomes. Evidence of some planning of rehearsals with an effort of providing some variety. The rehearsal plan has a recognizable structure but doesn't address individual student and/or section need.	Teacher's plans and use of resources align with learning outcomes and are suitable for the group of students. The learning activities are varied and represent different challenges for students. The rehearsal structure is clear, and time allotments are reasonable.	Teacher's plans coordinate content knowledge, various rehearsal techniques, understanding of students' needs, and available resources designed to engage all students in high-level performance. When possible, plans are differentiated for individual learners, with some opportunity for student choice. The rehearsal structure is clear, organized, and allows for flexibility.
Setting Instructional Outcomes	Few outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Outcomes are vague, not written in the form of student goals, and/or do not permit viable methods of assessment. Few or no outcomes demonstrate acquisition of transferrable knowledge on the part of students, and rote learning of parts is the main method of rehearsing. Outcomes are not sequenced for mastery by the students.	Some outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Some of the outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Some outcomes demonstrate acquisition of transferrable knowledge on the part of students, but rote learning of parts is used. Outcomes are sequenced for mastery by most of the students.	Most outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Most of the outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Most outcomes demonstrate acquisition of transferrable knowledge on the part of students. Outcomes are sequenced for mastery by all students.	All outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. All outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Outcomes demonstrate real acquisition of transferrable knowledge on the part of students. Outcomes take into account the varying needs of individual students and are sequenced for effective mastery by all students.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c. Designing appropriate student assessments to monitor student progress.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Designing Student Assessments	Assessments do not match learning expectations, and/or learning outcomes are not clearly defined. Teacher has no plan to incorporate formative assessment into rehearsals or use assessment results when planning future instruction.	Some of the instructional outcomes are assessed, but others are not. Criteria and standards are vague, and may not cover creating, performing, and responding. Teacher has plans to use formative assessments during rehearsals, but they are not fully developed. Teacher plans to use assessment results for future instruction for the entire class, not individual students.	Assessments are fully aligned with learning outcomes, and criteria are clearly defined. Assessment types are appropriate for the outcome being measured in the areas of creating, performing, and responding. The use of formative assessment is well designed, complementing the rehearsal process. Teacher intends to use assessment results when planning future instruction.	Assessments are fully aligned with learning outcomes, and criteria are clearly defined. Assessments are authentic to the work of the ensemble and provide real-life application when possible. Assessments provide opportunities for student choice and participation in designing the assessment for their own work in the areas of creating, performing, and responding. The use of formative assessment is well designed, complements the rehearsal process, and includes use of the assessment information by both teacher and student. Teacher intends to use assessment results when planning future instruction.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a. Communicating clear and accurate knowledge and skill expectations to students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Communicating with Students	<p>The primary objectives of the rehearsal are unclear to students, and the directions and/or the instructional procedures used are confusing. Teacher's explanation of key musical concepts and/or skills contains major errors. Teacher's spoken or written language contains errors of grammar or syntax. His/her vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the primary objectives of the rehearsal has only limited success, and the directions and/or the instructional procedures used must be clarified after initial student confusion. The teacher's explanation of key musical concepts and/or skills contains minor errors with some portions of the explanation being clear and other portions being difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages or backgrounds.</p>	<p>The primary objectives of the rehearsal are clearly communicated to students, including how these objectives are related to broader musical goals; directions and procedures are explained clearly. Teacher's explanation of musical concepts and skills is well framed, clear, and accurate; it connects with students' knowledge and experience. During the learning process, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>Teacher links the primary objectives of the rehearsal to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of musical concepts is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to their classmates' understanding of the skills/concepts. Teacher's spoken and written language is correct and expressive, and the teacher finds opportunities to extend the students' vocabularies.</p>

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Using Questioning and Discussion Techniques	Teacher's questions in the rehearsal elicit single correct responses rather than engage students in discussing musical outcomes, and are asked in rapid succession. Questions are directed by and from the teacher, and student questions are not welcomed. A few students, generally first-chair players, are called on to dominate the discussion.	Teacher's questions are directed at a single, teacher-determined, musical outcome with regard to the work being rehearsed. When teacher engages students through questions that elicit student input on musical interpretation, only a few students (generally first-chair players) are involved. Teacher's attempts to engage students within sections and across sections to consider their parts in the musical whole are not generally successful.	While some questioning may be on lower-level issues (e.g., "Was that note in tune?"), teacher asks broader questions that get at phrase-level interpretative issues. Teacher involves students directly in this process, respecting and implementing their input when appropriate and allowing and encouraging most students to take an active part in the discussion.	Teacher challenges students to discussion about the work rehearsed and about the ensemble, attaining high-level thinking processes and metacognition. The process results in students' identification of questions regarding performance and initiation of discussion to solve questions. Students draw others into the discussion, making sure that the groups function as an ensemble in discourse as well as musically.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Engaging Students in Learning	<p>The repertoire and rehearsal technique used are inappropriate for the learning outcomes sought for the students in the ensemble. Rehearsal (especially initial rehearsals) encourages rote repetition of the teacher’s idea of the music. The pace of the rehearsal is too slow or rushed. Few students are intellectually or artistically engaged in the musical outcome.</p>	<p>The repertoire and rehearsal technique are partially aligned with outcomes appropriate to the students in the ensemble, but the rehearsal process allows most students to merely comply with the teacher’s direction. Pacing of the rehearsal does not allow students to be engaged in the artistic and intellectual basis of the music rehearsed.</p>	<p>The repertoire and rehearsal technique are aligned with outcomes appropriate to the students in the ensemble, and teacher uses the rehearsal process to provide scaffolding that engages students actively in making artistic and intellectual decisions regarding the work rehearsed. Pacing of the rehearsal provides most students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.</p>	<p>The repertoire and rehearsal technique are designed to engage virtually all students in musical contributions that fully align with desired instructional outcomes. The rehearsal structure results in some student-initiated questioning about the music and student suggestions about ways to realize the intentions in the score; students are allowed freedom of choice in how they realize their parts and engage with their peers in carrying out that realization. Pacing of the rehearsal provides students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.</p>

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Demonstrating Flexibility and Responsiveness	Teacher proceeds with the rehearsal as planned, even in the face of evidence of lack of musical progress and an underlying lack of student understanding or lack of student engagement in the music. Teacher ignores questions from students and, when faced with evidence that students cannot rise to the technical or musical challenges of the music rehearsed, blames the students or outside factors.	Teacher modifies his or her approach to the rehearsal as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher accepts responsibility for student success, but has an insufficient grasp of rehearsal technique to help students.	Teacher modifies his or her approach to the rehearsal as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher tries to keep all students in the ensemble engaged, using varied rehearsal techniques.	Teacher recognizes and builds on occurrences in the rehearsal to further engage students in the music, or alters rehearsal technique to address aspects of the performance that demonstrate student misunderstanding of the musical or technical material being rehearsed. Teacher continuously brings to bear new ideas and rehearsal techniques to help all students attain appropriate musical standards, drawing on resources of musical colleagues in the school or community to do so.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c. Using assessment in instruction to provide feedback to students and adjust teaching.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Using Assessment in Instruction	There is little or no assessment or monitoring of student learning as evidenced by growth in the ensemble's interpretation of the music at hand; teacher either gives no guidance on shaping the music or provides such guidance in a non-specific way. Students are not aware of the musical standards applied, and do not attempt to identify the level of musical quality they are attaining.	Some assessment of the ensemble's progress is made, in a way generally limited to identification of performance errors. Students are only partly aware of the musical standards applied, and few students assess their individual work or the progress of the ensemble toward musical goals. Teacher does not use questions as a rehearsal technique, simply informing the students of the status of the musical performance rather than attempting to determine student understanding of the music.	The teacher regularly assesses the ensemble's and individual students' progress toward musical goals, and uses this assessment to provide students with accurate, specific feedback on aspects that need attention. Students seem to be aware of the musical criteria used, and some apply these criteria to assessment of their own contributions. Teacher uses questions to determine student understanding of the music.	Teacher integrates assessment into the rehearsal on an on-going basis. Students seem to be aware of the musical criteria used, and seem to have contributed to the development of the musical interpretation at the basis of those criteria. Students apply these criteria to their own contributions and to the musical performance of the ensemble as a whole. On-going feedback on progress toward musical goals, in both non-verbal and gestural or musical forms, is specific and appropriate. Teacher regularly uses questions to determine student understanding of the music.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Reflecting on Teaching	Teacher is not cognizant of whether learning has occurred or whether the teaching was effective or ineffective, and/or incorrectly perceives the outcomes of the teaching episode. Teacher cannot offer any musical recommendations to improve the teaching episode.	Teacher superficially recognizes where learning occurred and that the teaching was or was not effective, and is able to give vague or limited musical recommendations about how the teaching episode could be improved.	Teacher recognizes the general points at which learning occurred and where learning did not occur and is able to give specific musical recommendations about where the teaching episode could be improved or changed.	Teacher specifically recognizes learning and non-learning moments and is able to give several examples of where he/she could have used different instructional strategies. Teacher is also able to predict the potential success of using different musical strategies.
Growing and Developing Professionally	Teacher is not involved in any professional development activities that might enhance pedagogical skills or knowledge. Teacher resists, rejects, and/or refuses to act on teacher evaluation feedback. Teacher does not join professional organizations or attend their meetings.	Teacher only participates in professional development in a limited capacity. Teacher is reluctant to accept feedback on teaching performance from supervisors or professional colleagues. Teacher is limited in ways he/she contributes to the profession.	Teacher actively looks for professional development opportunities to enhance music knowledge and skills along with pedagogical knowledge and skills. Teacher is receptive to feedback from supervisors and colleagues. Teacher also offers to assist other teachers in professional development.	In addition to activities at the “Proficient” level, teacher collaborates with other peers to conduct action research, asking them to observe his/her instruction. Teacher initiates contributions to the profession.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4b. Participating in professional and school communities and maintaining accurate records related to that participation.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Participating in a Professional Community	Relationships with colleagues are not functional and are self-serving. Teacher refuses to participate or avoids engaging in sharing, planning, or professional inquiry. Teacher does not provide service to the school beyond classroom duties.	Relationships are cordial. Teacher will participate or attend meetings for sharing, planning, or inquiry when specifically requested by the administrator. Teacher will provide a service, such as chaperoning a school dance, when specifically asked.	Relationships are supportive and collaborative. Teacher will attend meetings regularly and volunteers for various projects in sharing, planning, or inquiry. Teacher provides service to the school community beyond the classroom duties, for example, volunteering for school sporting events.	In addition to activities at the “Proficient” level, the teacher takes a leadership role in activities and contributes to significant school or district projects. Teacher provides leadership in service for example, by hosting an annual “music day” that involves all students and faculty in a musical event.
Maintaining Accurate Records	Teacher cannot provide records or a consistent system for monitoring student learning outcome assessments. Teacher cannot show records for individual student progress. Teacher is disorganized and does not use a system to keep records of payments from students or minutes of meetings.	Teacher can provide basic information about student learning outcome assessments. The system used to monitor payments from students is adequate but is not always effective and needs more consistent implementation.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date. Students have access to their grades to check their progress toward learning goals.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date, and students are able to access three types of records---grades, contact with parents, and payment information.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Communicating with Families	Contact with parents is not made about the music program or about student progress. Parents are not aware of how their child is doing, nor do they know how their child receives a grade. Families are not included in the educational process.	Infrequent contact is made with parents about the music program and individual student progress. Most parents, but not all, are aware of their child's progress in class. Families are marginally included in their child's learning.	Frequent contact is made with parents about both the music program and individual student progress. All parents know specifically how their child is progressing. Families are included in activities specifically designed for their child's learning.	Frequent and successful efforts are made to inform parents about the music program and the classroom, as well as to provide detailed information about individual student progress. Families understand the learning that occurs in the music classroom, and they are often invited to participate in activities specifically designed for their child's learning.

Southington Teaching Rubric for Music Classroom – At a Glance

Evidence Generally Collected Through In-Class Observations

Domain 1

Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.
- 1b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.
- 1c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.

Domain 3

Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a. Communicating clear and accurate knowledge and skill expectations to students.
- 3b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.
- 3c. Using assessment in instruction to provide feedback to students and adjust teaching.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2

Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.
- 2b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.
- 2c. Designing appropriate student assessments to monitor student progress and guide future instruction.

Domain 4

Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.
- 4b. Participating in professional and school communities and maintaining accurate records related to that participation.
- 4c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.

(Adapted from the National Association for Music Education)

1: Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Maintaining Respect and Rapport	Interactions between teacher and students, as well as among students, are mostly negative and inappropriate. Sensitivity toward age-appropriateness, cultural background, and different stages of development does not exist. Disrespectful behavior, sarcasm, put-downs, and conflicts occur throughout the class.	Interactions between teacher and students, as well as among students, are generally appropriate but may reflect some inconsistencies and favoritism, particularly toward students with more developed musical ability. Little sensitivity toward age-appropriateness, cultural background, and different stages of development exists. Attempts are made in response to disrespectful behavior with little results occurring, while interactions are neutral, showing neither positive connections nor conflict.	Interactions between teacher and students, as well as among students, are appropriate. Sensitivity is shown toward age-appropriateness of materials and activities; cultural background; and different stages of development. Successful re-teaching occurs in response to disrespectful behavior. Interactions are positive, yet some may seem impersonal.	Interactions between teacher and students, as well as among students, are very appropriate. Genuine sensitivity is apparent in regard to age-appropriateness of materials and activities; cultural background; and every different stage of development evidenced among the students. Successful pre-teaching of appropriate behavior often takes place with little to no redirection needed. Interactions are very positive and are characterized by a genuine valuing of each student as an individual with unique musical contributions.

1: Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Establishing a Culture for Learning	The music classroom environment is characterized by a lack of commitment to learning by the teacher or students. Student energy toward musical tasks is barely present, if at all. Expectations are low for hard work, learning, and achievement for most students, with perhaps several exceptions.	The music classroom environment is characterized by little commitment to learning by the teacher or students. Teacher and students merely go through the motions in order to complete musical tasks, with high expectations only held for students believed to have innate talents for music.	The music classroom environment is characterized by cognitive and musical skills-based learning that is valued by both the teacher and students. High expectations exist for students, and hard work proves to be successful in learning musical content when teacher provides encouragement to students.	The music classroom environment is a cognitively vibrant place where students learn through making music. It is characterized by a shared belief in the importance of learning. Teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, by making revisions to students' musical compositions, and/or by helping peers master a musical skill.

1: Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Managing Student Behavior	No established standards of conduct are apparent along with little to no monitoring from the teacher of student behavior during any type of musical activity. Any response that is given to students' misbehavior is repressive and/or disrespectful to students' dignity.	Standards of conduct seem to be established, but are inconsistently implemented. Attempts are made to monitor student behavior, but results aren't evident during classroom music-making.	Standards of conduct are established with student behavior being mostly appropriate. Monitoring of student behavior during musical activities occurs, and responses to misbehavior are respectful, consistent, and fair.	Standards of conduct are clearly in place with student behavior being completely appropriate throughout all musical activities. Students monitor their own behavior, as well as that of their peers, and appropriately adjust or react to peers. Preventative teaching is often done with subtle redirections that are respectful and sensitive to students and their needs.

1: Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Managing Classroom Procedures	Insufficient classroom procedures and routines cause an abundance of lost instructional time. Little to no evidence exists of teacher management of instructional groups, transitions, and/or effective handling of music, musical instruments, and other materials and supplies. There is no evidence of students' knowing or following any type of established routine.	Partially effective classroom procedures and routines cause some lost instruction time. Inconsistent teacher management of instructional groups, transitions, and/or affect handling of music, musical instruments, and other materials and supplies causes some disruption to learning. Established routines only occur with regular prompting and assistance.	Effective classroom procedures and routines result in very little lost instructional time. Consistent teacher management of instructional groups, transitions and/or handling of music, musical instruments, and other materials and supplies is successful. Students need little prompting and assistance due to established routines.	Efficient and effective classroom procedures and routines result in maximized instructional time. Students regularly assist teacher with management of instructional groups, transitions, and/or handling of music, musical instruments, and other materials and supplies. Students rarely need prompting and assistance due to clearly taught routines.
Organizing Physical Space	The physical environment of the music classroom prohibits students from access to learning and is unsafe. The arrangement of music instruments, furniture, resources, technology, and materials for activities in the classroom is not supportive of learning.	The physical environment of the music classroom is safe and provides accessible learning to most students. Attempts by the teacher are made to modify arrangement of the classroom for musical activities, but are only moderately successful.	The physical environment of the music classroom is safe and provides accessible learning to all students. Arrangement of the room is appropriate for the lessons planned. Effective use of musical resources and technology are prepared by the teacher.	The physical environment of the music classroom is safe and provides accessible learning to all students including persons with special needs. Effective arrangement of the room and use of music resources are ensured and prepared by the teacher. Student contributions for adaptations are considered and used to optimize music learning.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Demonstrating Knowledge of Content and Pedagogy	<p>In planning and practice, teacher makes errors with regard to concepts and the music being studied, and does not correct errors made by students.</p> <p>Teacher's Plans and practice display little understanding of how concepts and skills relate to one another and of the relationships between the music and other disciplines. Teacher displays little or no understanding of the range of suitable pedagogical approaches developmentally appropriate for the students.</p>	<p>Teacher is familiar with important concepts and the music studied. Teacher displays a lack of understanding of how concepts and skills relate to one another and of the relationships between the music and other disciplines.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches developmentally appropriate for the students.</p>	<p>Teacher displays solid knowledge of important concepts and the music studied. Teacher has an understanding of how concepts and skills relate to one another, and is familiar with relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches developmentally appropriate for the students.</p>	<p>Teacher displays extensive knowledge of important concepts and the music studied. Teacher has knowledge of how concepts and skills relate to one another, an understanding of relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches developmentally appropriate for the students.</p>

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and attains minimal information about the levels of development. Teacher does not seek knowledge or an understanding of students' backgrounds, cultures, interests, special needs, and language or music proficiency.	Teacher indicates the importance of understanding of how students learn and attains information about the levels of development for the class as a whole. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency as well as music proficiency for the class as a whole.	Teacher understands the active nature of student learning, and attains information about the levels of development for groups of students, particularly with regard to music concepts, knowledge, and skills. Teacher purposefully seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency. This information is acquired for groups of students.	Teacher actively seeks and uses knowledge of students' levels of development, particularly with regard to music concepts, knowledge, and skills. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency from a variety of sources. This information is acquired for individual students.
Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, expanding one's own knowledge, and for students available through the school/district and external to the school.	Teacher displays basic awareness of resources available for classroom use, expanding one's own knowledge, and for students available through the school and/or district but very limited or no knowledge of resources available external to the school.	Teacher displays awareness of resources available for classroom use, expanding one's own knowledge, and for students. Knowledge of resources includes those available through school and/or district as well as some external to the school, both in digital and print forms.	Teacher displays extensive knowledge of resources available for classroom use, expanding one's own knowledge, and for students. Knowledge of resources includes those available through school and/or district, in the community, universities, and professional organizations both in digital and print forms.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Designing Coherent Curriculum	The learning activities and materials are poorly aligned to the instructional outcomes. There is little or no evidence of a lesson plan. Instructional outcomes are vague and not coherent. Students are not engaged in the class, and too much or too little time is spent on any one concept.	Some of the learning activities and materials are suitable to the instructional outcomes and directed to some of the artistic processes of creating, performing, and responding. There is evidence of some planning of the lesson with an effort of providing some variety, but lesson doesn't address individual student's needs. The lesson plan has a recognizable structure, but the pacing is uneven.	Teacher's plans and use of resources align with learning outcomes and are suitable for the group of students. The learning activities are varied and represent different challenges for students, encompassing creating, performing, and responding. The lesson plan is clear, and time allotments are reasonable.	Teacher's plans coordinate content knowledge and skill across creating, performing, and responding; show understanding of students' needs; and use available resources designed to engage all students in higher-level thinking. When possible, plans are differentiated for individual learners with some opportunity for student choice. The lesson plan is clear, organized, and allows for flexibility.
Setting Instructional Outcomes	Few outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Outcomes are vague, not written in the form of student learning, and/or do not permit viable methods of assessment. Few or no outcomes demonstrate acquisition of transferrable knowledge on the part of students, and rote learning of concepts and skills is the main instructional strategy. Outcomes are not sequenced for mastery by the students.	Some outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Some of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Some outcomes demonstrate acquisition of transferrable knowledge on the part of students, but rote learning of concepts and skills is used. Outcomes are sequenced for mastery by most of the students.	Most outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Most of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Most outcomes demonstrate acquisition of transferrable knowledge on the part of students. Outcomes are sequenced for mastery by all students.	All outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. All of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes demonstrate real acquisition of transferrable knowledge on the part of students. Outcomes take into account the varying needs of individual students and sequenced for effective mastery by all students.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c. Designing appropriate student assessments to monitor student progress and guide future instruction.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Designing Student Assessments	Assessments do not match learning expectations and/or learning outcomes are not clearly defined. Teacher has no plan to incorporate formative assessments into instruction or using assessment results when planning future instruction.	Some of the instructional outcomes are assessed, but others are not. Criteria and standards are vague, and may not address creating, performing, and responding. Teacher has plans to use formative assessments during instruction but they are not fully developed. Teacher plans to use assessment results for future instruction for the entire class, not individual students.	Assessments are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessment types are appropriate for the outcome being measured. The use of formative assessment is well designed. Teacher intends to use assessment results when planning future instruction.	Assessments are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessments are authentic and provide real-life application when possible. Assessments provide opportunities for student choice and participation in designing the assessment for their own work. The use of formative assessment is well-designed and includes use of the assessment information by both teacher and student. Teacher intends to use assessment results when planning future instruction.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a. Communicating clear and accurate knowledge and skill expectations to students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Communicating with Students	<p>The primary objectives of the lesson are unclear to students, and the directions and/or the instructional procedures used are confusing. Teacher’s explanation of key musical concepts and/or skills contains major errors. Teacher’s spoken or written language contains errors of grammar or syntax. His/her vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher’s attempt to explain the primary objectives of the lesson has only limited success, and the directions and/or the instructional procedures used must be clarified after initial student confusion. Teacher’s explanation of key musical concepts and/or skills contains minor errors with some portions of the explanation being clear and other portions being difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited or not fully appropriate to the students’ ages or backgrounds.</p>	<p>The primary objectives of the lesson are clearly communicated to students, including how these objectives are related to broader musical goals; directions and procedures are explained clearly. Teacher’s explanation of musical concepts and skills is well scaffolded, clear and accurate; it connects with students’ knowledge and experience. During the learning process, teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.</p>	<p>The teacher links the primary objectives of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of musical concepts is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to their classmates’ understanding of the skills/concepts. Teacher’s spoken and written language is correct and expressive, and teacher finds opportunities to extend the students’ vocabularies.</p>

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b. Exercising developmental awareness of students’ skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Using Questioning and Discussion techniques	Teacher’s questions elicit group correct responses rather than engage students in discussing musical outcomes, and are asked in rapid succession. Questions from students are not welcomed, but rather directed by and from the teacher. The few students who participate in the discussion tend to dominate the session.	Teacher’s questions are directed at a single, teacher-determined, musical outcome with regard to the work being studied or at rote responses to simple questions. Where the teacher engages the students through questions that elicit student input on musical interpretation, only a few students are involved. Teacher’s attempts to engage students playing all available instruments to consider ideas for interpretation are not successful.	While some questioning may be on lower-level issues (e.g., “Was that note in tune?” or “Are we following the dynamics on which we agreed?”), teacher asks broader questions that get at the key concepts being studied. Teacher involves students directly in this process, respecting and implementing their input when appropriate and allowing and encouraging most students to take an active part in the discussion.	Teacher challenges students to discussion about the music or concepts being studied, attaining high-level thinking processes and metacognition. The process results in students’ identification of questions regarding the music and initiation of discussion to solve questions. Students draw others into the discussion, making sure that all students take part in the discussion and in the music-making, during which the results of the discussion are brought to life.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Engaging Students in Learning	The repertoire and sequencing of the class inappropriate for the learning outcomes sought for the students. Class structure encourages rote repetition of the teacher's idea of the music. The pace of the class is too slow or rushed. Few students are intellectually or artistically engaged in the musical outcome.	The repertoire and sequencing of the class are partially aligned with outcomes appropriate to the students' level of knowledge and skill, but the class structure only allows most students to comply with the teacher's direction. Pacing of the class does not allow the students to be engaged in the artistic and intellectual basis of the music rehearsed.	The repertoire and sequencing of the class are aligned with outcomes appropriate to the students' level of knowledge and skill, and the teacher uses the class to provide scaffolding that engages students actively in making artistic and intellectual decisions regarding the music being studied. Pacing of the lesson provides most students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.	The repertoire and sequencing of the class are designed to engage virtually all students in musical contributions that fully align with desired instructional outcomes. The class structure results in some student-initiated questioning about the music and student suggestions about ways to revise or interpret the music being studied; students at times lead the music-making, and have time to be engaged in the artistic and intellectual basis of the music rehearsed.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Demonstrating Flexibility and Responsiveness	Teacher proceeds with the class as planned, even in the face of evidence of lack of musical progress and an underlying lack of student understanding or lack of student engagement in the music. Teacher ignores questions from students and, when faced with evidence that students cannot rise to the technical or musical challenges of the music studied, blames the students or outside factors.	Teacher modifies his or her approach to the lesson as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher accepts responsibility for student success, but has an insufficient grasp of pedagogical or musical technique to help students.	Teacher modifies his or her approach to the music as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher tries to keep all students in the class engaged, using varied techniques for interpreting the music.	Teacher recognizes and builds on occurrences in the class to further engage students in the music, or alters tempo or other aspects of the music to address aspects of the performance that demonstrate student misunderstanding of the musical or technical material being rehearsed. Teacher continuously brings to bear new ideas and rehearsal techniques to help all students attain appropriate musical standards, drawing on resources of musical colleagues in the school or community to do so.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c. Using assessment in instruction to provide feedback to students and adjust teaching.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Using Assessment for Instruction	<p>There is little or no assessment or monitoring of student learning as evidenced by growth in the class's interpretation of the music at hand; teacher either gives no guidance on shaping the music or provides such guidance in a non-specific way. Students are not aware of the musical standards applied, and do not attempt to identify the level of musical quality they are attaining. All evaluative comments concern group performance and understanding rather than assessment of the individual's growth.</p>	<p>Some assessment of the class's progress is made, in a way generally limited to identification of performance errors. Students are only partly aware of the musical standards applied, and few students assess their individual work or the progress of the class toward musical goals. Teacher does not use questions (e.g., asking about a technique) but simply informing the students of the status of the musical performance rather than attempting to determine student understanding of the music.</p>	<p>Teacher regularly assesses the class's and individual students' progress toward musical goals, and uses this assessment to provide students with accurate, specific feedback on aspects that need attention. Students seem to be aware of the musical criteria used, and some apply these criteria to assessment of their own contributions. Teacher uses questions to determine student understanding of the music.</p>	<p>Teacher integrates assessment into the music class on an on-going basis. Students seem aware of the musical criteria used, and seem to have contributed to the development of the musical interpretation at the basis of those criteria. Students apply these criteria to their own contributions and to the musical performance of the class as a whole. On-going feedback on progress toward musical goals, in both non-verbal and gestural or musical forms, is specific and appropriate. Teacher regularly uses questions to determine student understanding of the music.</p>

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Reflecting on Teaching	Teacher is not cognizant of whether learning has occurred or whether the teaching was effective or ineffective, and/or incorrectly perceives the outcomes of the teaching episode. Teacher cannot offer any musical recommendations to improve the teaching episode.	Teacher superficially recognizes where learning occurred and that the teaching was or was not effective, and is able to give only vague or limited musical recommendations about how the teaching episode could be improved.	Teacher recognizes the general points at which learning occurred and where learning did not occur and is able to give specific musical recommendations about where the teaching episode could be improved or changed.	Teacher specifically recognizes learning and non-learning moments and is able to give several examples of where he/she could have used different instructional strategies. Teacher is also able to predict the potential success of using different musical strategies.
Growing and Developing Professionally	Teacher is not involved in any professional development activities that might enhance his or her pedagogical skills or knowledge. Teacher resists, rejects, and/or refuses to act on teacher evaluation feedback. Teacher does not join professional organizations or attend their meetings.	Teacher only participates in professional development in a limited capacity. Teacher is reluctant to accept feedback on teaching performance from supervisors or professional colleagues. Teacher is limited in ways he/she contributes to the profession.	Teacher actively looks for professional development opportunities to enhance his or her music knowledge and skills along with his or her pedagogical knowledge and skills. Teacher is receptive to feedback from supervisors and colleagues. Teacher also offers to assist other teachers with professional development.	In addition to activities at the “Proficient” level, teacher collaborates with other peers to conduct action research, asking them to observe his/her instruction. Teacher initiates contributions to the profession.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4b. Participating in professional and school communities and maintaining accurate records related to that participation.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Participating in a Professional Community	Relationships with colleagues are not functional and are self-serving. The teacher refuses to participate or avoids engaging in sharing, planning, or professional inquiry. Teacher does not provide service to the school beyond classroom duties.	Relationships are cordial. Teacher will participate or attend meetings for sharing, planning, or inquiry when specifically requested by the administrator. Teacher will provide service, such as chaperoning a school dance, when specifically asked.	Relationships are supportive and collaborative. The teacher will attend meetings regularly and volunteers for various projects in sharing, planning, or inquiry. Teacher provides service to the school community beyond the classroom duties, for example, volunteering for school sporting events.	In addition to activities at the “Proficient” level, the teacher takes a leadership role in activities and contributes to significant school or district projects. The teacher provides leadership in service for example, by hosting an annual “music day” that involves all students and faculty in a musical event.
Maintaining accurate Records	Teacher cannot provide records or a consistent system for monitoring student learning outcome assessments. Teacher cannot show records for individual student progress. Teacher is disorganized and does not use a system to keep records of payments from students or of meeting minutes.	Teacher can provide basic information about student learning outcome assessments. The system used to monitor payments from students is adequate but is not always effective and needs more consistent implementation.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date. Students have access to their grades to check their progress toward learning goals.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date, and students are able to access all three types of records (grades, contact with parents, and payment information).

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Communicating with Families	Contact with parents is neither made about the music program nor about student progress. Parents are not aware of how their child is doing, nor do they know how their child receives a grade. Families are not included in the educational process.	Infrequent contact is made with parents about the music program and individual student progress. Most parents, but not all, are aware of their child's progress in class. Families are marginally included in their child's learning.	Frequent contact is made with parents about both the music program and individual student progress. All parents know specifically how their child is progressing. Families are included in activities specifically designed for their child's learning.	Frequent and successful efforts are made to inform parents about the music program, the classroom, and detailed, individual student progress. Families understand the learning that occurs in the music classroom, and they are often invited to participate in activities specifically designed for their child's learning.

APPENDIX D

Template for setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task
- Gives a clear framework for creating meaningful and achievable goals
- Accommodates all kinds of goals
- Is easy to teach others how to develop
- Helps to define goals in terms that can be widely understood
- Requires thinking through the implementation as well as the outcome

The characteristics of SMART goals are

Specific and Strategic

- The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.

Measurable

- Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.

Aligned and Attainable

- The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.

Results-Oriented

- All goals should be stated as an outcome or result.

Time-Bound

- The time frame for achieving the goal must be clear and realistic.

SMART Goals *Dos* and *Don'ts*

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up for shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix E

Sample Parent Surveys

These surveys are examples for parents/guardians

Parent Feedback Survey Secondary School

1. Please select the school that your student attends.						
2. Identify the current grade of your student.						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
3. My student's teachers have high learning expectations for my student.						
4. I view PowerSchool regularly to monitor my student's grades.						
5. My student's teachers update PowerSchool grades in a timely manner (minimum bi-weekly).						
6. If my student is not completing assigned work, that teacher contacts me before it worsens.						
7. In subjects that my student finds difficult or fails, that teacher maintains regular contact with me.						
8. I feel comfortable talking with school staff and teachers to resolve issues that concern my student.						
9. My student's teachers use technology effectively as a means of communication.						
10. My student's school uses technology effectively as a means of communication.						
11. I feel welcome whenever I attend a meeting or event at school.						
12. I feel my student is safe at school.						
13. The school recognizes students for their accomplishments.						
14. Please add further comments.						

Appendix E

Sample Parent Surveys

These surveys are examples for parents/guardians

Parent Feedback Survey Elementary School

1. Please select the school that your student attends.						
2. Identify the current grade of your student.						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
3. The classroom teachers and I communicate about my child's homework assignments.						
4. The classroom teachers communicate about how my child is doing in class.						
5. The classroom teachers and I communicate about what I can do to help my child learn.						
6. I know how my child is doing in school before I receive his/her report card.						
7. I have been provided the opportunity to understand my child's progress as measured by the standards-based report card.						
8. I feel welcome at this school.						
9. I feel my child is safe at this school.						
	None	1-2	3-4	4 or More		
10. I have attended meetings or events at school this year (check one):						
11. Please add further comments.						

APPENDIX F

TEACHER EVALUATION TIMELINE

The Southington Professional Development and Evaluation Committee may alter timelines and dates based on unforeseen circumstances.

<u>End of August- September 15th</u>	<u>By November 1</u>	<u>January- February</u>	<u>May/ June</u>
Teacher examines student data and drafts 1 tentative SLO (minimum)	Initial meeting with evaluator to discuss the 4 goals and objectives in order to arrive at mutual agreement	Continue to collect data to show improved student learning	Complete self- assessment for review by evaluator
Teacher sets 1 parent engagement goal	Teacher begins collecting evidence	Mid-year conference - review progress - look at data - share observation evidence - SLOs can be adjusted at this time	Submission of data for scoring of SLOs (SLOs based on SB/CAPT data may be rescored data becomes available but before September 15 th)
Teacher/school set 1 school-wide student learning goal	Formal observations have begun		End of the Year Conference - discuss all evidence collected to date - discuss category ratings - begin tentative goal setting for next year
Teacher's 1 Performance and Practice Goal should have been set in June of previous year			

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum 3 formal observations; all will include a post conference; 2 will include a pre-conference
Below Standard and Developing, Tenured and Non-Tenured	Minimum 3 formal observations; all will include post conference; 2 will include pre-conference and an additional 2 informal observations
Proficient and Exemplary, 3 rd & 4 th Year Teachers, Tenured and Previously Tenured in other district	Minimum 1 formal observation including pre and post conference once every three years; 3 informal observations all other years

3 GOALS

- **1 Student Learning Objective (minimum)**
Whole School Student Learning Goal integrated where applicable
- **1 Teacher Performance and Practice Goal**
- **1 Parent Engagement Goal as determined by the administration**
 - Teacher and evaluator mutually agree upon growth/improvement targets to achieve this goal

APPENDIX G: FORMS

FORM F-1 Teacher Goal-Setting

STUDENT LEARNING OBJECTIVE

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Students covered by this SLO: _____ % Students covered by this SLO: _____

Italicized prompts within this form indicate teacher action.

Standard font indicates clarifying details to consider.

Student Learning Objective (SLO)

Record the SLO.

Describe the rationale for the SLO. Include specific state/national standards.

Baseline Data/Background Information

Include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information used in setting your objective. Provide this information for each indicator if specific pre-test or baseline data are available.

Indicator(s) of Academic Growth and Development (IAGD) 45%

- Each IAGD indicates the targeted performance expectation for the selected students.
- The target growth for each student is a minimum of one year based on his starting point.
- The combination of IAGDs represents all learner levels and addresses a significant proportion of your students.
- Each standardized IAGD must be paired with at least one non-standardized IAGD.

Example Initial IAGD: By June 2015, 15 students (those students who scored a raw score of below 24) will show a growth of at least five points on the vocabulary section of the Gates (Raw Score). This equates to at least one year's growth, and in some cases, as much as two year's growth.

Number the IAGDs below.

Interim Assessments /Assessment of Progress toward Achieving the SLO

List the interim assessments planned to gauge student progress toward this SLO.

List additional data points which could be used as potential indicators towards achieving the SLO.

Strategies/Actions to Achieve the SLO

State the Whole School Learning Goal established by your administration.

Identify at least one strategy/action which supports the Whole School Learning Goal.

**FORM F-1 (continued)
Teacher Goal-Setting**

Teacher Performance and Practice Goal – 40%

Record the Performance and Practice Goal identified during the prior end-of-year conference. If new to district or school, the goal shall be mutually agreed upon during the goal setting process.

Parent Feedback Goal (Established by administration) 10%

Although the goal is established by the administration, the methods a teacher employs to work towards the goal are mutually agreed upon.

List the methods.

Revisions Required

Resubmit by: _____

Approved

Evaluator Comments

SIGNATURES

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

FORM F-2
Mid-Year Check In ~ Teacher Self-Assessment/Reflection

Teacher Name: _____ Date: _____
 School: _____ Grade: _____ Subject: _____

TEACHER SECTION

STUDENT GROWTH INDICATORS

Italicized prompts within this form indicate teacher action.

Standard font indicates clarifying details to consider.

IAGDs (45%)

- a) *Restate each initial IAGD and report the results to date (follow the example provided below).*

Example Initial IAGD: By June 2015, 15 students (those students who scored a raw score of below 24) will show a growth of at least five points on the vocabulary section of the Gates (Raw Score). This equates to at least one year's growth, and in some cases, as much as two year's growth.

Example Mid-Year Update: Within the group of students who scored below 24 on the vocabulary section of the fall Gates, 9/15 grew by 3 points, 2/15 grew by 1 point, and 2/15 regressed.

- If an IAGD(s) is to be revised, then propose adjustments to achievement percentages below. IAGD achievement adjustments are mutually agreed.
- Students who have met initial targets by mid-year will be actively monitored. Achievement results for all IAGD(s) will be shared during the end-of-year conference.

- b) *Describe additional interventions for those students noted above who are not on track towards reaching the end of year set targets.*

- c) *Describe any additional professional learning to help you achieve your goals.*

Whole School Student Learning Indicators (5%)

- a) *Update the progress towards your identified strategy/action which supports the Whole School Learning Goal.*

FORM F-2 (continued)
Mid-Year Check In ~ Teacher Self-Assessment/Reflection

TEACHER PRACTICE INDICATORS

Performance and Practice Goal (40%)

a) *Summarize progress toward established goal.*

b) *Describe what professional learning would help you achieve your goals.*

Parent Feedback (10%)

Summarize progress.

EVALUATOR SECTION

Evaluator ~ Describe the progress to date and indicate any revisions or adjustments to student learning goals.

STUDENT GROWTH INDICATORS

Student Growth and Development (45%)

Is the staff member on track towards achieving IAGD(s) by the end of the year?

YES NO

Comments (optional):

If a student or students is not on the needed trajectory, have additional interventions and monitoring been planned?

YES NO

Comments (optional):

Whole School Student Learning Indicators (5%)

Has the staff member made progress towards the chosen strategy which supports the whole school learning goal?

YES NO

Comments (optional):

FORM F-2 (continued)
Mid-Year Check In ~ Teacher Self-Assessment/Reflection

TEACHER PRACTICE INDICATORS

Performance and Practice Goal (40%)

Summarize progress.

Parent Feedback (10%)

Summarize progress.

SIGNATURES

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

FORM F-3
End-of-Year Summative ~ Teacher Self-Assessment/Reflection

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

STUDENT GROWTH INDICATORS

Italicized prompts within this form indicate teacher action.

Standard font indicates clarifying details to consider.

IAGDs (45%)

a) *Follow the example provided below for each IAGD and respective SLO if more than one exists.*

My Student Growth and Development Goal consisted of two SLOs. The first SLO stated students will demonstrate growth and or mastery of grade level literacy skills as measured by the Gates.

- Initially, I predicted by June 2015, 15 students (those students who scored a raw score of below 24) would show growth of at least five points on the vocabulary section of the Gates.
- At the mid-year meeting, 9/15 met or exceeded the set goal of 5 points; 1/15 grew by 3 points; 2/15 grew by 1 point; and 2/15 regressed.
- By year's end, 3/15 (20%) made nine points growth and 11/15 (73%) made five points growth. The remaining student (7%) made four points growth. Although this student didn't achieve the benchmark set, he was one of the students who had shown regression at the mid-year mark. The additional interventions established at the mid-year mark and beyond accelerated this student's growth to four of the five desired points.

b) *Describe any additional intervention employed after the mid-year conference for students who did not reach the end of year set targets.*

c) *Describe what you have learned and how you will use it going forward.*

Whole School Student Learning Indicators (5%)

Summarize the progress towards your identified strategy/action which supported the Whole School Learning Goal.

FORM F-3 (continued)
End-of-Year Summative ~ Teacher Self-Assessment/Reflection

TEACHER PRACTICE INDICATORS

Performance and Practice Goal (40%)

Summarize progress toward established goal.

Parent Feedback (10%)

Summarize progress.

Target Areas for Growth

Identify Domain(s)/Indicator(s) where you would like to grow professionally and receive support.

SIGNATURES

Teacher: _____ **Date:** _____

Evaluator: _____ **Date:** _____

FORM F-4
End-of-Year Summative Teacher Evaluation

Teacher Name: _____ Date: _____
School: _____ Grade: _____ Subject: _____

HOLISTIC FINAL SUMMATIVE RATING

Based on the preponderance of evidence, the rating below values *Observation of Teacher Performance and Practice* and *Student Growth Outcome* greater than *Parent Feedback* and *Whole School Student Learning*.

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administration Reflection (Status of teacher objectives including strengths and comments).

Cite Student Growth Outcome rubric rating and associated evidence. This should also include teacher's progress towards the Whole School Learning Goal.

Cite Teacher Performance and Practice rubric rating and associated evidence. This should also include progress toward the Parent Feedback goal.

Target Areas for Professional Growth

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

Additional comments are attached.

FORM F-5a
Pre-Observation Plan
Formal Observation Report

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____	School Program _____
Date of Observation _____	Time _____
Subject _____	Grade/Level _____
Pre-Conference _____	Post-Conference _____
Evaluator _____	

Objective and Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	Planned Actions
a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	
b. Planning instruction to cognitively engage students in the content.	
c. Selecting appropriate assessment strategies to monitor student progress.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

**FORM F-5a (SESS)
Pre-Observation Plan
Formal Observation Report**

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____	School Program _____
Date of Observation _____	Time _____
Subject /Program _____	Grade/Level _____
Pre-Conference _____	Post-Conference _____
Evaluator _____	

Objective/Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	Planned Actions
a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.	
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	
c. Maximizing service delivery by effectively managing routines and transitions.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

**FORM F-5a Music Classroom
Pre-Observation Plan
Formal Observation Report**

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____	School Program _____
Date of Observation _____	Time _____
Subject /Program _____	Grade/Level _____
Pre-Conference _____	Post-Conference _____
Evaluator _____	

Objective/Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	Planned Actions
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.	
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.	
c. Designing appropriate student assessments to monitor student progress and guide future instruction.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

**FORM F-5a Music Ensemble
Pre-Observation Plan
Formal Observation Report**

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____	School Program _____
Date of Observation _____	Time _____
Subject /Program _____	Grade/Level _____
Pre-Conference _____	Post-Conference _____
Evaluator _____	

Objective/Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	Planned Actions
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.	
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.	
c. Designing appropriate student assessments to monitor student progress.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

FORM F-5b
Post-Observation Reflections

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

What evidence of student learning do you have from this observation?

What, if anything, would you do differently and why?

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

Reflect on the focus objective that you chose.

FORM F-5b SESS
Post-Observation Reflections

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

What evidence of student learning do you have from this observation?

What, if anything, would you do differently and why?

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

Reflect on the focus objective/standard that you chose.

**FORM F-5b Music Classroom
Post-Observation Reflections**

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

What evidence of student learning do you have from this observation?

What, if anything, would you do differently and why?

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

Reflect on the focus objective/standard that you chose.

**FORM F-5b Music Ensemble
Post-Observation Reflections**

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

What evidence of student learning do you have from this observation?

What, if anything, would you do differently and why?

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

Reflect on the focus objective/standard that you chose.

FORM F-5c
Formal Observation Report

Staff Member _____ School _____

Evaluator _____ Time _____

Subject /Program/Grade _____

Period _____

Date of Observation _____ Length of Observation _____

Date of Pre-conference _____ Date of Post-conference _____

Lesson Objective:

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A. Observation of Teacher Performance and Practice

Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Maximizing instructional time by effectively managing routines and transitions.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-5c (continued)
Formal Observation Report

A. Observation of Teacher Performance and Practice (continued)

Domain 2 ~ Planning for Active Learning		Evidence/Rating			
a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Planning instruction to cognitively engage students in the content.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

Domain 3 ~ Instruction for Active Learning		Evidence/Rating			
a. Implementing instructional content for learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Assessing student learning, providing feedback to students, and adjusting instruction.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

FORM F-5c (continued)
Formal Observation Report

A. Observation of Teacher Performance and Practice (continued)

Domain 4 ~ Professional Responsibilities and Teacher Leadership	Evidence/Rating			
a. Engaging in continuous professional learning to impact instruction and student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

B. Collaborative Post-Conference discussion highlights**C. Recommendations/Comments**

Teacher: _____ **Date:** _____

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

Additional comments are attached.

FORM F-5c (SESS)
Formal Observation Report

Staff Member _____ School _____
 Evaluator _____ Time _____
 Subject /Program/Grade _____
 Period _____
 Date of Observation _____ Length of Observation _____
 Date of Pre-conference _____ Date of Post-conference _____

Objective/Relevant Standard(s)

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A. Observation of SESS Performance and Practice

Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning

Evidence/Rating

	Exemplary	Proficient	Developing	Below Standard
a. Promoting a positive learning environment that is respectful and equitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Maximizing service delivery by effectively managing routines and transitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM F-5c SESS (continued)
Formal Observation Report

A. Observation of SESS Performance and Practice (continued)

Domain 2 ~ Planning for Active Learning		Evidence/Rating			
a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Planning prevention/intervention to actively engage students in the content.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

FORM F-5c SESS (continued)
Formal Observation Report

A. Observation of SESS Performance and Practice (continued)

Domain 3 ~ Service Delivery **Evidence/Rating**

a. Implementing service delivery for learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
--	---------------------------------------	--	--	--

b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
--	---------------------------------------	--	--	--

c. Assessing student learning, providing feedback to students and adjusting service delivery.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
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FORM F-5c SESS (continued)
Formal Observation Report

Domain 4 ~ Professional Responsibilities and Leadership		Evidence/Rating			
a. Engaging in continuous professional learning to impact service delivery and student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

D. Collaborative Post-Conference discussion highlights

E. Recommendations/Comments

Teacher/Staff: _____ **Date:** _____

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

Additional comments are attached

**FORM F-5c Music Classroom
Formal Observation Report**

Staff Member _____ **School** _____
Evaluator _____ **Time** _____
Subject /Program/Grade _____
Period _____
Date of Observation _____ **Length of Observation** _____
Date of Pre-conference _____ **Date of Post-conference** _____

Objective/Relevant Standard(s)

A. Observation of Performance and Practice

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
	Exemplary	Proficient	Developing	Below Standard
a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM F-5c Music Classroom (continued)**Formal Observation Report****A. Observation of Performance and Practice (continued)**

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Designing appropriate student assessments to monitor student progress and guide future instruction.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-5c Music Classroom (continued)
Formal Observation Report

A. Observation of Performance and Practice (continued)

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-5c Music Classroom (continued)
Formal Observation Report

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

F. Collaborative Post-Conference discussion highlights

G. Recommendations/Comments

Teacher/Staff: _____ **Date:** _____

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

Additional comments are attached

**FORM F-5c Music Ensemble
Formal Observation Report**

Staff Member _____ School _____
 Evaluator _____ Time _____
 Subject /Program/Grade _____
 Period _____
 Date of Observation _____ Length of Observation _____
 Date of Pre-conference _____ Date of Post-conference _____

Objective/Relevant Standard(s)

--

A. Observation of Performance and Practice

Domain 1 ~ Environment, Student Engagement and Commitment to Learning **Evidence/Rating**

	Exemplary	Proficient	Developing	Below Standard
a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-5c Music Ensemble (continued)
Formal Observation Report

A. Observation of Performance and Practice (continued)

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Designing appropriate student assessments to monitor student progress.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-5c Music Ensemble (continued)
Formal Observation Report

A. Observation of Performance and Practice (continued)

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-5c Music Ensemble (continued)
Formal Observation Report

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

H. Collaborative Post-Conference discussion highlights

I. Recommendations/Comments

Teacher/Staff: _____ **Date:** _____

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

Additional comments are attached

FORM F-6a
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Maximizing instructional time by effectively managing routines and transitions.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-6a (continued)
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 2 ~ Planning for Active Learning

Evidence/Rating

a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
--	---------------------------------------	--	--	--

Empty space for evidence and notes for item a.

b. Planning instruction to cognitively engage students in the content.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
--	---------------------------------------	--	--	--

Empty space for evidence and notes for item b.

c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
---	---------------------------------------	--	--	--

Empty space for evidence and notes for item c.

FORM F-6a (continued)
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Implementing instructional content for learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Assessing student learning, providing feedback to students, and adjusting instruction.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM F-6a (continued)
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ Date: _____ Length of Observation: _____
 Evaluator: _____ School: _____ Grade: _____ Subject: _____

Domain 4 ~ Professional Responsibilities and Teacher Leadership		Evidence/Rating			
a. Engaging in continuous professional learning to impact instruction and student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.

FORM 6a (SESS)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____
Assignment: _____ **School:** _____ **Grade(s):** _____

Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning **Evidence/Rating**

	Exemplary	Proficient	Developing	Below Standard
a. Promoting a positive learning environment that is respectful and equitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Maximizing service delivery by effectively managing routines and transitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM 6a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____
Assignment: _____ **School:** _____ **Grade(s):** _____

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Planning prevention/intervention to actively engage students in the content.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM 6a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____
Assignment: _____

Date: _____
School: _____

Length of Observation: _____
Grade(s): _____

Domain 3 ~ Service Delivery	Evidence/Rating			
a. Implementing service delivery for learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Assessing student learning, providing feedback to students and adjusting service delivery.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM 6a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____
Assignment: _____ **School:** _____ **Grade(s):** _____

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Engaging in continuous professional learning to impact service delivery and student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

Evaluator: _____

Please note the following values: Domain 1 35% Domain 2 15% Domain 3 35% Domain 4 15%.

If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator identified above.

**FORM 6a – Music Classroom
Observation of Teacher Performance and Practice**

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
--	------------------------	--	--	--

a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
---	---------------------------------------	--	--	--

b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
--	---------------------------------------	--	--	--

c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
--	---------------------------------------	--	--	--

**FORM 6a – Music Classroom (continued)
Observation of Teacher Performance and Practice**

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 2 ~ Planning for Active Learning		Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Designing appropriate student assessments to monitor student progress and guide future instruction.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

FORM 6a – Music Classroom (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 3 ~ Instruction for Active Learning		Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

FORM 6a – Music Classroom (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 4 ~ Professional Responsibilities and Teacher Leadership

Evidence/Rating

a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.

**FORM 6a – Music Ensemble
Observation of Teacher Performance and Practice**

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning

Evidence/Rating

a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

**FORM 6a – Music Ensemble (continued)
Observation of Teacher Performance and Practice**

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Designing appropriate student assessments to monitor student progress.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

**FORM 6a – Music Ensemble (continued)
Observation of Teacher Performance and Practice**

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>

FORM 6a – Music Ensemble (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 4 ~ Professional Responsibilities and Teacher Leadership		Evidence/Rating			
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>	

If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.

FORM F-6b

Observation of Teacher Performance and Practice-Administrative Summative Rating Worksheet

To be utilized in determining overall practice rating for end of year conference.

Teacher: _____ Evaluator: _____

Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning		Rating
a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.		
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.		
c. Maximizing instructional time by effectively managing routines and transitions.		
Combined Domain Rating		
Domain 2 ~ Planning for Active Learning		Rating
a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.		
b. Planning instruction to cognitively engage students in the content.		
c. Selecting appropriate assessment strategies to monitor student progress.		
Combined Domain Rating		
Domain 3 ~ Instruction for Active Learning		Rating
a. Implementing instructional content for learning.		
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.		
c. Assessing student learning, providing feedback to students and adjusting instruction.		
Combined Domain Rating		
Domain 4 ~ Professional Responsibilities and Teacher Leadership		Rating
a. Engaging in continuous professional learning to impact instruction and student learning.		
b. Collaborating to develop and sustain a professional learning environment to support student learning.		
c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.		
Combined Domain Rating		
Observation of Teacher Performance and Practice Overall Rating		

FORM 6b SESS

Observation of SESS Performance and Practice-Administrative Summative Rating Worksheet

To be utilized in determining overall practice rating for end of year conference.

SESS: _____ Evaluator: _____

Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning		Rating
a.	Promoting a positive learning environment that is respectful and equitable.	
b.	Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	
c.	Maximizing service delivery by effectively managing routines and transitions.	
Combined Domain Rating		
Domain 2 ~ Planning for Active Learning		Rating
a.	Planning prevention/intervention that is aligned with standards, builds on the students' prior knowledge, and provides for appropriate level of challenge for all students.	
b.	Planning prevention/intervention to actively engage students in the content.	
c.	Selecting appropriate assessment strategies to monitor student progress.	
Combined Domain Rating		
Domain 3 ~ Service Delivery		Rating
a.	Implementing service delivery for learning.	
b.	Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
c.	Assessing student learning, providing feedback to students and adjusting service delivery.	
Combined Domain Rating		
Domain 4 ~ Professional Responsibilities and Leadership		Rating
a.	Engaging in continuous professional learning to impact service delivery and student learning.	
b.	Collaborating to develop and sustain a professional learning environment to support student learning.	
c.	Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	
Combined Domain Rating		
Observation of SESS Performance and Practice Overall Rating		

FORM 6b - Music Classroom
Observation of Music Classroom Performance and Practice-Administrative Summative Rating
Worksheet

To be utilized in determining overall practice rating for end of year conference.

Teacher: _____ Evaluator: _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning		Rating
a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.		
b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.		
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.		
Combined Domain Rating		
Domain 2 ~ Planning for Active Learning		Rating
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.		
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.		
c. Designing appropriate student assessments to monitor student progress and guide future instruction.		
Combined Domain Rating		
Domain 3 ~ Instruction for Active Learning		Rating
a. Communicating clear and accurate knowledge and skill expectations to students.		
b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.		
c. Using assessment in instruction to provide feedback to students and adjust teaching.		
Combined Domain Rating		
Domain 4 ~ Professional Responsibilities and Teacher Leadership		Rating
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.		
b. Participating in professional and school communities and maintaining accurate records related to that participation.		
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.		
Combined Domain Rating		
Observation of Performance and Practice Overall Rating		

FORM 6b - Music Ensemble
Observation of Music Ensemble Performance and Practice-Administrative Summative Rating
Worksheet

To be utilized in determining overall practice rating for end of year conference.

Teacher: _____ Evaluator: _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning		Rating
a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.		
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.		
c. Maximizing service delivery by effectively managing classroom procedures (routines and transitions).		
Combined Domain Rating		
Domain 2 ~ Planning for Active Learning		Rating
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.		
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.		
c. Designing appropriate student assessments to monitor student progress.		
Combined Domain Rating		
Domain 3 ~ Instruction for Active Learning		Rating
a. Communicating clear and accurate knowledge and skill expectations to students.		
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.		
c. Using assessment in instruction to provide feedback to students and adjust teaching.		
Combined Domain Rating		
Domain 4 ~ Professional Responsibilities and Teacher Leadership		Rating
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.		
b. Participating in professional and school communities and maintaining accurate records related to that participation.		
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.		
Combined Domain Rating		
Observation of Performance and Practice Overall Rating		

APPENDIX H

Improvement and Remediation Sample Form

**“School Letterhead”
Improvement and Remediation Plan**

Name:

Association President/Designee:

Initial Meeting Date:

Implementation Date:

End Date:

Staff Assignment:

Immediate Supervisor:

Evidence of Deficiencies

Evaluatee Requests the Formation of an Improvement Team (may be added as plan evolves).

YES NO

Team Members:

Improvement and Remediation Plan

Name: _____

Date: _____

Staff Assignment: _____

Immediate Supervisor: _____

Action Plan for Improvement (based on criteria for improvement)

GOAL	TIME LINE
Cite Domain and Indicator. Identify its attribute(s).	Each example below denotes an essential element of remediation and support: Lesson Plans, Observations, and Peer Observations. All action steps below are to be met within 90 school days of the plan's implementation date.
Domain _____ focuses on _____.	
Specifically, <u>TEACHER NAME</u> will demonstrate proficiency in attribute(s) _____.	<u>TEACHER NAME</u> will meet with <u>SUPERVISOR NAME</u> or his/her designee every two weeks for a lesson plan review. The lesson plans will highlight the elements of the attribute(s) _____.
Domain _____ focuses on _____.	
Specifically, <u>TEACHER NAME</u> will demonstrate proficiency in attribute(s) _____.	<u>TEACHER NAME</u> will be observed by <u>SUPERVISOR NAME</u> or his/her designee, formally and informally, for a total of four observations. These observations will be unannounced and all will be followed by a post-conference.
Domain _____ focuses on _____.	
Specifically, <u>TEACHER NAME</u> will demonstrate proficiency in attribute(s) _____.	<u>TEACHER NAME</u> will observe a total of three teachers during his/her planning time to identify elements of the attribute _____. The teachers observed will be mutually agreed upon between <u>TEACHER NAME</u> and <u>SUPERVISOR NAME</u> . <u>TEACHER NAME</u> will submit a reflection after each observation summarizing the attribute(s) and how he/she may incorporate the strategies into his/her own practice. Each reflection will be sent via email attachment to <u>SUPERVISOR NAME</u> within one week of each observation.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 23, 2015

Decision Requested X

Agenda Code 10 c

AGENDA REPORTING FORM

Agenda Topic: Teacher Evaluation Plan Update

Summary of Issue: Administration will share an overview of the 2015-2016 Teacher Evaluation and Support Plan that will be submitted to the State Department of Education for approval. The plan includes updates that were incorporated by the Teacher Evaluation and Support Plan Committee. Following approval from the State Department of Education, the plan will be brought to the Board of Education for approval.

Background: As of July 2013, all Connecticut School Districts are required to have an evaluation plan in place that meets the State of Connecticut guidelines.

Alternative Strategies: _____

Cost (if applicable): N/A

Funding Source: N/A

Beginning Date of Program or Project: April 2013


Ending Date of Program or Project: N/A


Recommendation or Comment: _____

Titles of Attachments:

1. 2015-2016 Teacher Evaluation and Support Plan

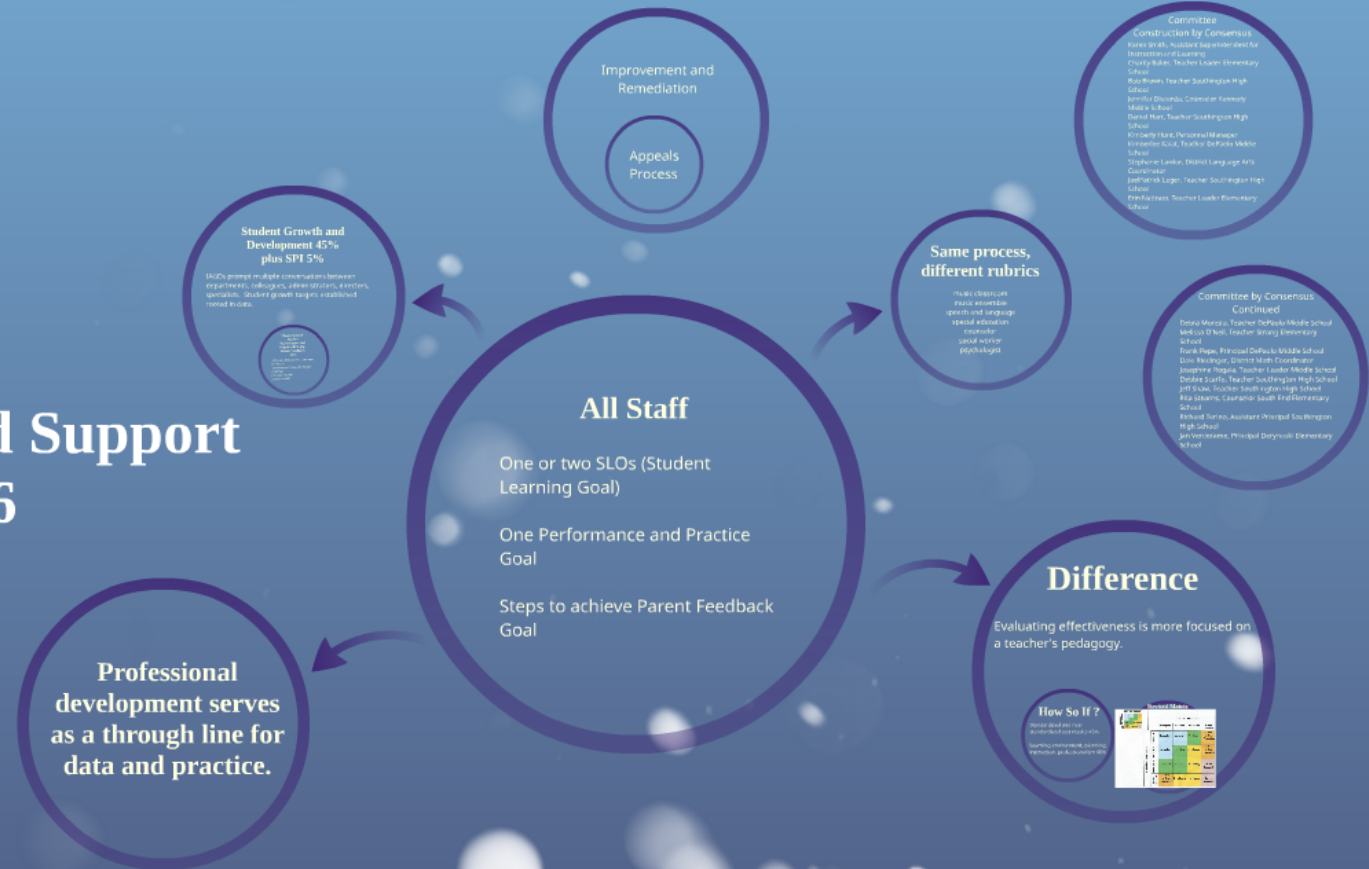
mp\Board\4.23.15, SPS Teacher Eval.doc



Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Teacher Evaluation and Support Plan 2015-2016



Teacher Evaluation and Support Plan 2015-2016



All Staff

One or two SLOs (Student Learning Goal)

One Performance and Practice Goal

Steps to achieve Parent Feedback Goal

Student Growth and Development 45% plus SPI 5%


IAGDs prompt multiple conversations between departments, colleagues, administrators, directors, specialists. Student growth targets established rooted in data.

**Observation of
Teacher
Performance and
Practice 40% plus
Parent Feedback
10%**

informal observations 10 minute
minimum
formal observations 30 minute
minimum
personal growth
survey results

**Observation of
Teacher
Performance and
Practice 40% plus
Parent Feedback
10%**

informal observations 10 minute
minimum
formal observations 30 minute
minimum
personal growth
survey results



**Professional
development serves
as a through line for
data and practice.**

Difference

Evaluating effectiveness is more focused on a teacher's pedagogy.

How So If ?

Standardized and non-standardized test results 45%

Learning environment, planning, instruction, professionalism 40%

Revised Matrix

		Overall Practice Rating			
		Exemplary	Proficient	Developing	Below Standard
Overall Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Exemplary	Proficient	Developing	Gather further information
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Gather further information	Developing	Developing	Below Standard

How So If ?

Standardized and non-standardized test results 45%

Learning environment, planning, instruction, professionalism 40%

Overall Outcome Rating	Overall Outcome Rating	
	Exemplary	Proficient
Exemplary	Exemplary	Exemplary
Proficient	Exemplary	Proficient
Developing	Proficient	Proficient
Below Standard	Gather further information	Developing

Revised Matrix

		Overall Practice Rating			
		Exemplary	Proficient	Developing	Below Standard
Overall Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Gather further information	Developing	Developing	Below Standard

		Overall Practice Rating			
		Exemplary	Proficient	Developing	Below Standard
Overall Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Exemplary	Proficient	Developing	Gather further information
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Gather further information	Developing	Developing	Below Standard

Same process, different rubrics

music classroom
music ensemble
speech and language
special education
counselor
social worker
psychologist

Improvement and Remediation

Appeals
Process

Appeals Process

Committee

Construction by Consensus

Karen Smith, Assistant Superintendent for Instruction and Learning

Charity Baker, Teacher Leader Elementary School

Bob Brown, Teacher Southington High School

Jennifer Discenza, Counselor Kennedy Middle School

Daniel Hart, Teacher Southington High School

Kimberly Hunt, Personnel Manager

Kimberlee Kalat, Teacher DePaolo Middle School

Stephanie Lawlor, District Language Arts Coordinator

JoelPatrick Leger, Teacher Southington High School

Erin Nattrass, Teacher Leader Elementary School

Committee by Consensus Continued

Debra Moreau, Teacher DePaolo Middle School

Melissa O'Neil, Teacher Strong Elementary
School

Frank Pepe, Principal DePaolo Middle School

Dale Riedinger, District Math Coordinator

Josephine Rogala, Teacher Leader Middle School

Debbie Scarfo, Teacher Southington High School

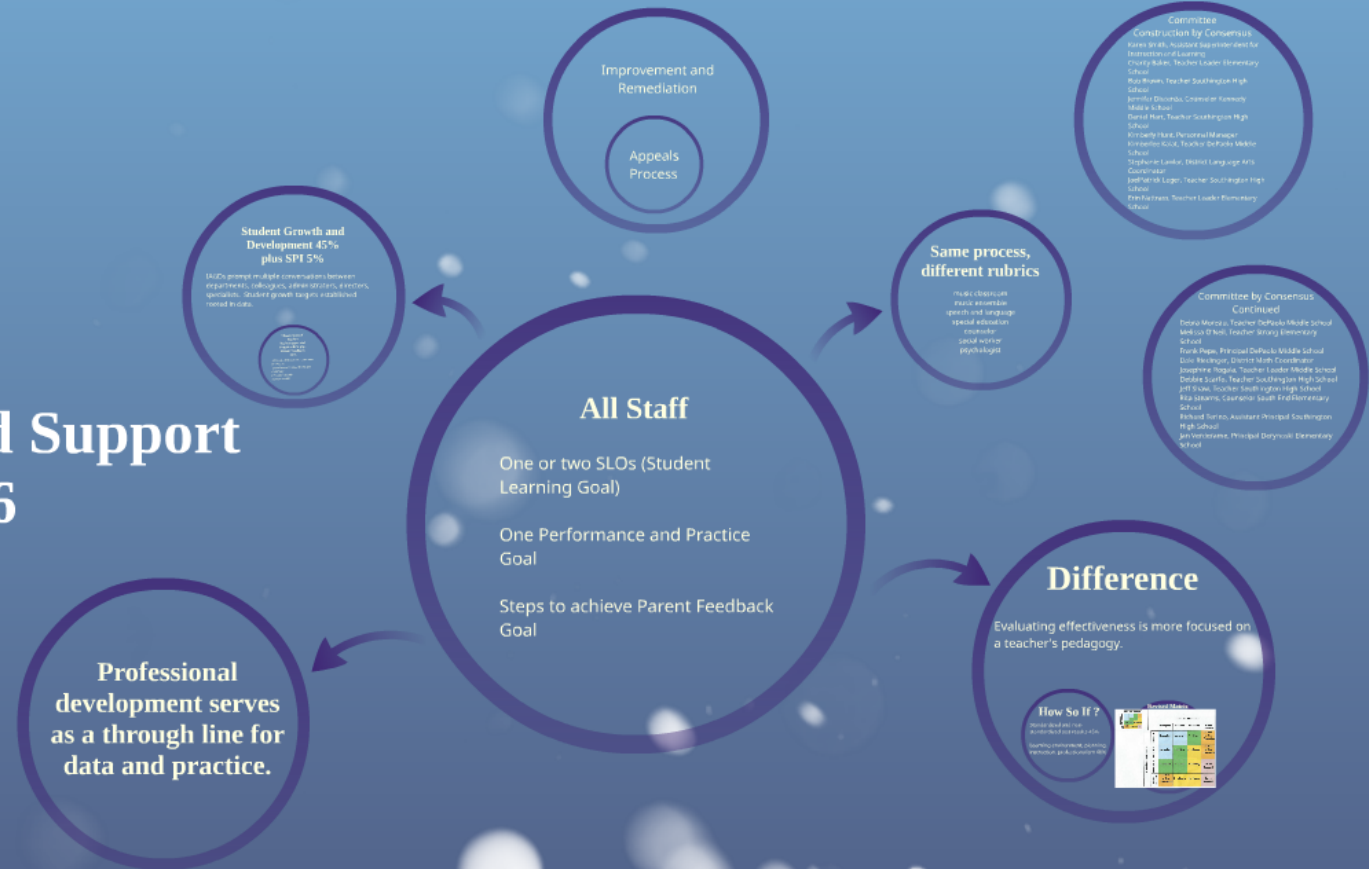
Jeff Shaw, Teacher Southington High School

Rita Stearns, Counselor South End Elementary
School

Richard Terino, Assistant Principal Southington
High School

Jan Verderame, Principal Derynoski Elementary
School

Teacher Evaluation and Support Plan 2015-2016



**Southington Public Schools
Southington, CT**

Southington Administrator Evaluation and Development Plan

The content of this document is meant for use in the Southington Public School District beginning in the year 2015-2016. The content of this document has been designed by committee consensus.

**Southington's Administrator Evaluation and Development
Committee Members
2015-16**

Timothy F. Connellan
Superintendent of Schools

TBD
Assistant Superintendent for Instruction and Learning

Kimberly Hunt
Personnel Manager

Steve Madancy
Principal, Kennedy Middle School

Patricia Mazarella
Principal, Flanders Elementary School

Frank Pepe
Principal, DePaolo Middle School

Brian Stranieri
Assistant Principal, Southington High School

Richard Terino
Assistant Principal, Southington High School

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Introduction

Southington's administrator evaluation and development system is applicable to all administrators working under the 092 certification. The Superintendent of Southington Public Schools shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes. This plan ascribes to the Common Core of Leading: Connecticut School Leadership Standards. This plan defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

Design Principles

Purpose and Rationale

Effective teaching ensures student success, and effective teaching can only occur when administration provides effective leadership and the necessary support. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the Southington Administrator Evaluation and Development system is to evaluate performance, fairly and accurately, and to help each educator strengthen his/her practice to improve student learning. Administrator effectiveness is defined in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

Core Design Principles

1. Administrator performance is evaluated in four areas:
 - Student learning (45%)
 - Administrator practice (40%)
 - Stakeholder feedback (10%)
 - Teacher effectiveness (5%)
2. Growth over time is an inherent expectation.
3. To ensure the accuracy of ratings, evidence of performance and observation of practice within the CCL Leadership Standards is paramount; however, of equal importance are the professional conversations between the evaluator and his/her evaluatee. Both should be considered to make an informed judgment about the quality and efficacy of practice.

This document describes the process of evaluation and delineates the four components that form its basis ~ *leadership practice, stakeholder feedback, student learning and teacher effectiveness.*

The sequence of steps taken by the evaluator/evaluatee to conclude a summative rating for the evaluatee are specified.

Administrator Evaluation and Development Overview

Southington's evaluation and development plan consists of multiple measures to ensure a comprehensive depiction of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. Leadership Practice Related Indicators: This category contains components that positively impact student learning.
 - a) Observation of Leadership Performance and Practice (40%) as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
 - b) Stakeholder Feedback (10%) on leadership practice through surveys
2. Student Outcomes Related Indicators: This category is comprised of two components that reflect the administrator's contribution to student academic progress at the school and classroom level.
 - a) Student Learning (45%) assessed in equal weight by 1) progress on the academic learning measures in the state's accountability system for schools and 2) performance and growth on locally-determined measures
 - b) Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Ratings from each of the four components will be combined to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The ratings are defined as follows:

Exemplary – substantially exceeding indicators of performance

Proficient – meeting indicators of performance and also meets the high standards of the district

Developing – meeting some indicators of performance but not others

Below Standard – not meeting indicators of performance.

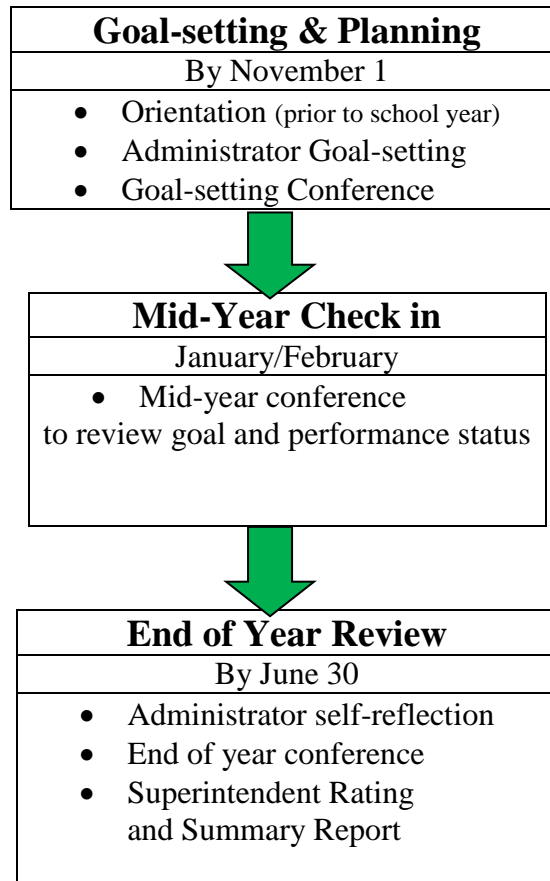
Process and Timeline

Orientation

To begin, the superintendent or designee will provide the administrator with materials that present the evaluation and development process along with any necessary information (e.g., SPI, Stakeholder Survey results, District Strategic Plan, district-wide data). Materials must include the following:

- assessment rubric for administrator practice
- instruments employed to gather feedback from staff, families, and, if incorporated, student feedback
- forms utilized within the process
- a copy of this document which details the process and calculation involved in integrating the elements of evaluation into an overall, summative rating.

Conferences



Step 1 / Goal-setting

Prior to the goal-setting conference, the administrator will craft at least two SLOs and one Survey Target that will form the basis of discussion. A focus area or areas to support the achievement of the SLOs and Survey Target will be identified in this conference. While it is understood that any administrator shall attend to each of the Common Core of Leading: Connecticut School Leadership Standards, a given Performance Expectation's Element may form the focus area that can produce the greatest impact on the administrator's practice and thus, summative evaluation rating.

The superintendent or designee and administrator will mutually agree on the measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator will also identify the focus area(s) for development of administrator practice aligned to the Connecticut School Leadership Standards. Any professional development and resource needs to support the administrator in meeting the performance targets will be discussed. If the evaluator and the evaluatee are unable to agree on the goals, the sources of evidence, and/or support needed, the dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and Development Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Development Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. The decision of the evaluation team shall be binding. Orientation and the goal-setting conference results are depicted below:

Available Data	→→→			Focus Area(s) <i>Aligned to Common Core of Leadership Performance Expectations and selected to assist in accomplishing the SLOs and Survey Target</i>
Superintendent's Priorities	→→→	SLO 1	→→→	
School Improvement Plan	→→→	SLO 2	→→→	
Prior Evaluation Results	→→→	Survey Target	→→→	

Forty-five percent (45%) of an administrator's summative rating is based on multiple student learning indicators.

1. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved school accountability system.

This portion must include:

- a) School Performance Index (SPI) progress from year to year;
- b) SPI progress for student subgroups.

This portion may include:

- a) SPI rating;
- b) SPI rating for student subgroups.

The local district will determine the relative weight on each of the above components.

2. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments. Any measure must be aligned to Common Core of State Standards and Connecticut Content Standards. ***For administrators in high schools, selected indicators must include the cohort graduation rate and the extended graduation rate as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.***

Indicators

1. For school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school and may include the following:
 - Student performance or growth on the state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, etc.).
 - Students' progress toward graduation in the school using predictive indicators, including

but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
 - Other indicators proposed by the district.
2. For assistant principals, indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of that assistant principal.
 3. For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.

In the selection of indicators, the district may establish its own district-wide indicators or may allow administrators and their evaluators to craft mutually agreed upon student learning objectives specific to that administrator.

Locally established indicators will align to the Common Core State Standards or where no standards are available will align to research-based learning standards.

For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan.

Step 2 / Plan Implementation and Evidence Collection

As the evaluatee implements the plan, he/she and the evaluator both collect evidence about the evaluatee's practice. The evaluator must conduct school site visits with all observations followed by written feedback. This should occur within five school days of an observation. The evaluator should establish a schedule of site visitations to observe the evaluatee's practice and collect evidence on it. The first visit should occur near the beginning of the school year. Subsequent visitations might be planned at 2-3 month intervals.

Site visitations include a minimum of:

- 2 observations for each administrator
- 4 observations for administrators new to the district, school, profession, or who has received a rating of **Developing** or **Below Standard**.

Possible reviews of practice or sources of evidence may include but are not limited to

- Artifacts of budget aligned with identified priorities
- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teachers' meetings
- Observation of Administrative/Leadership Team meetings
- Communications to parents and community
- Observations of interactions with staff
- Observations of interactions with students
- Observations of interactions with families.

Step 3 / Mid-year Formative Review

In January/February, the evaluator shall hold a conference meeting with the evaluatee on the status of his/her SLO(s) and Survey Target progress. Discussion of the administrator's practice shall also occur. This meeting

affords the opportunity to revise any goal/target outcome that has been impacted by a change of context (e.g., a large influx of new students).

Step 4 / Self-Reflection

In the spring, the evaluatee reflects and assesses his/her practice on the Elements of the CCL: Connecticut Leadership Standards. This reflection should involve consideration of the following:

- Need to grow and improve practice on a given element;
- Strengths within a given element but potential for growth or improvement; and,
- Consistent effectiveness on a given element.

This self-reflection shall be submitted to the evaluator prior to the End of the Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 5 / Summative Review and Rating

The evaluator and evaluatee meet in the late spring to discuss the evaluatee's self-reflection and all evidence collected over the course of the year. While a formal rating follows this meeting, the evaluator uses the meeting to convey strengths, growth areas, and the probable rating. After the meeting, the evaluator assigns a holistic rating, based on a preponderance of evidence.

Formulating the Summative Rating

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two categories:

- Observation of Leadership Practice (40%)
- Stakeholder Feedback (10%)

Category #1 Observation of Leadership Performance & Practice (40%)

Leadership practice is framed by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June 2012. Effective administrative practice is delineated by six performance expectations.

1. **Vision, Mission, and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe high-performing learning environment.*
4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting educations.*

While all six of these performance expectations make for successful schools, improving teaching and learning is at the core of what effective educational leaders do. Therefore, **Performance Expectation 2 (Teaching and Learning)** constitutes half of the leadership practice rating and the other five performance expectations are equally weighted.

In order to arrive at these ratings, administrators are measured against the **CCL: Leader Evaluation Rubric (Appendix B)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are **Exemplary, Proficient, Developing, and Below Standard**. The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for evaluators and evaluatees to discuss practice, identify specific areas for growth and development, and have common language to use in describing what improved practice would be.

In cases where an evaluatee demonstrates one level of performance for a given element and a different level of performance for another element within a performance expectation, the evaluator will use judgment to decide the level of performance assigned to that performance expectation.

The superintendent or designee (i.e., the primary evaluator) will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified administrators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Evaluatees and evaluators will not be required to complete this rubric at the Indicator level for any self-reflection or evaluation process. Evaluators and evaluatees will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using individual Indicators for supporting information as needed. As part of the evaluation process, evaluators and evaluatees should identify areas for ongoing support and growth.

All indicators of the evaluation rubric may not apply to assistant principals, directors, coordinators, or central office administrators. The district evaluators will generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Summative ratings are based on the preponderance of evidence for each performance expectation in the CCL: Connecticut School Leadership Standards. The evaluator will assign a total practice rating based on the criteria in the chart below and generate a summary report of the evaluation prior to June 30. The summary report may be revised based on a review of additional data.

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on Teaching and Learning +	At least <i>Proficient</i> on Teaching and Learning +	At least <i>Developing</i> on Teaching and Learning +	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations +	At least <i>Proficient</i> on at least 3 other performance expectations +	At least <i>Developing</i> on at least 3 other performance expectations	or
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		<i>Below Standard</i> on at least 3 other performance expectations

Category #2 Stakeholder Feedback (10%)

Feedback from stakeholders is **10%** of an administrator’s summative rating. A survey with measures aligned to CCL: Connecticut School Leadership Standards is administered annually to stakeholders to assess a leader’s effectiveness. The survey shall:

- If constructed for school or district-wide purposes, contain a subset aligned to some or all of the CCL: Connecticut School Leadership Standards; and
- Include teachers and parents as stakeholders but may include other staff, community members, and students.

<p>Examples of Surveyed Stakeholders School-based Administrators</p> <p><u>Principals</u> All parents/guardians All teachers and staff All students grades 7-12</p> <p><u>Assistant Principals</u> All or a subset of parents/guardians All or a subset of teachers and staff All or a subset of students grades 7-12</p> <p style="text-align: center;">Central Office Administrators</p> <p><u>Assistant Superintendent</u> Principals Subsets of other administrators Relevant parents/guardians</p> <p><u>Directors and Coordinators</u> Principals Assistant principals Specific subsets of teachers and staff Other district specialists Relevant parents/guardians</p>

The rating reflects the degree to which an administrator has shown growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions:

- Administrators with high ratings previously-rating reflects maintenance of that degree
- Administrators new to the role-reasonable target set using district standards

The evaluator makes an overall determination on the administrator's Leadership Practice and concludes a rating based on the following weights:

- Observation of Leadership Practice (**40%**)
- Stakeholder Feedback (**10%**).
Stakeholder feedback shall encompass the following process:
 1. Administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
 2. Review and analyze standardized district survey results to establish baseline
 3. Identify one area for growth, set a target for growth and detail action steps to accomplish that growth
 4. In the spring, administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
 5. Aggregate and reflect on data to determine whether the action steps taken resulted in the established target being achieved

More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Formulating the Summative Rating

Student Outcomes Related Indicators

Category #3 Student Learning (45%)

Student learning is assessed in equal weight by a) performance and progress on the academic learning measures in the state's accountability system for schools and b) performance and growth on locally-determined measures. Each of these measures will have a weight of **22.5%** and together they will constitute the **45%** of the administrator's evaluation.

State Measures of Academic Learning

Currently the state's accountability system includes two measures of student academic learning:

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments

Evaluation ratings for administrators on these state measures are generated as follows:

Step 1: The target level for all Connecticut schools is an SPI rating of 88. SPI Progress is applied to give the administrator a rating.

Step 2: Ratings are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

*Subgroup must exist in year prior and in year of evaluation.

Step 3: An overall summative rating will be determined based on noted progress or overall performance in Steps 1 and 2.

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

Locally-determined Measures (Student Learning Objectives)

Administrators establish at least two Student Learning Objectives (SLOs) on measures they select. A rating is assigned based on the results of the SLO measures and the mid-year and end of year conferences in which

1. adequate data was collected to enable the evaluator to make a fair judgment about whether the administrator met established objectives;
2. objectives are based on review of student characteristics (e.g., attendance, demographic and learning characteristics) relevant to the assignment of the administrator;
3. data informed mid-year conference and opportunity existed at mid-year to adjust performance targets;
4. summative data informed summative rating; and
5. professional resources are appropriate to supporting the administrator in meeting performance targets

Rating is assigned as illustrated in the following table:

Exemplary	Proficient	Developing	Below Standard
Exceeded both objectives substantially Or Exceeded one objective and substantially exceeded the other	Met both objectives Or Met 1 objective and made substantial progress on the other	Met 1 objective and did not meet the other objective nor make substantial progress on the second objective	Met no objective

Combining State Measures of Academic Learning (22.5%) and Locally-determined Measures (22.5%) into the Student Learning Summative Rating (45%)

To arrive at an overall Student Learning Rating, the state assessment rating and the locally-determined rating are applied in the following matrix. The point of intersection will yield the overall Student Learning Rating.

Locally-determined Measures of Academic Learning		<i>State Measures of Academic Learning</i>			
	<u>Rated</u>	<u>Exemplary</u>	<u>Proficient</u>	<u>Developing</u>	<u>Below Standard</u>
	<u>Exemplary</u>	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	<u>Proficient</u>	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	<u>Developing</u>	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	<u>Below Standard</u>	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Category #4 Teacher Effectiveness (5%)

Teacher effectiveness -as measured by an aggregation of teachers’ student learning objectives (SLOs)- is 5% of an administrator’s evaluation. A central office administrator will be responsible for the teachers under his/her assigned role. All other administrators will be responsible for the teachers assigned to their given schools or a subset within those schools.

The administrator’s rating for teacher effectiveness is assigned as illustrated in the table below.

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

The evaluator makes an overall determination on the administrator’s Student Outcomes Related Indicators and concludes a rating based on the following weights:

- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%).

Summative Administrator Evaluation Rating

Each administrator shall annually receive a summative rating in one of four levels:

Exemplary – substantially exceeding indicators of performance

Proficient – meeting indicators of performance

Developing – meeting some indicators of performance but not others

Below Standard – not meeting indicators of performance.

The evaluator applies the overall rating for Leadership Practice derived from Observation of Leadership Performance and Practice (40%) and Stakeholder Feedback (10%) and the overall rating for Student Outcomes derived from Student Learning (45%) and Teacher Effectiveness Outcomes (5%) to the following matrix. The summative rating is identified where the two ratings intersect.

		<i>Leadership Practice</i>			
	<i><u>Rated</u></i>	<i><u>Exemplary</u></i>	<i><u>Proficient</u></i>	<i><u>Developing</u></i>	<i><u>Below Standard</u></i>
<i>Student Outcomes</i>	<i><u>Exemplary</u></i>	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	<i><u>Proficient</u></i>	Rate Exemplary	Rate Proficient	Rate Developing	Gather further information
	<i><u>Developing</u></i>	Rate Proficient	Rate Proficient	Rate Developing	Rate Below Standard
	<i><u>Below Standard</u></i>	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

The evaluator completes the summative evaluation report and shares it with the evaluatee. It shall be placed into the evaluatee's personnel file. If, within two weeks of the report's receipt, the evaluatee requests, his/her written comments shall be added to the report in the personnel file.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should data (i.e., survey results, teacher effectiveness ratings, state accountability measures, summative student learning indicators) not be available at the time of a final rating, a rating must be completed based on the evidence that is available.

- If the stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the evaluatee's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should occur before the start of the new school year so that prior year results can inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative ratings derived from the evaluation system. All administrators receiving a summative rating of *Proficient* or *Exemplary* shall be deemed effective. Any administrator not rated *Proficient* or *Exemplary* will be placed on an Improvement and Remediation Plan.

An experienced administrator shall be deemed ineffective if said administrator receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

To be deemed effective, administrators new to the district will be required to have no more than one summative rating of *Developing* in their first year and a summative rating of *Proficient* or *Exemplary* in their second year.

Improvement and Remediation Plan

It is understood that an administrator shall receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address concern in its earliest stage.

If an administrator's performance is projected or rated as *Developing* or *Below Standard*, it signals the need for focused support and development. An Improvement and Remediation Plan will be constructed in collaboration with the evaluator and evaluatee who is entitled to representation by his/her exclusive bargaining unit representative. The plan is to be created within 30 work days after the completion of the summative rating conference.

The plan must include the following components:

- Area(s) in need of improvement;
- Evidence from the Mid-Year Formative Review or Summative Evaluation that shows an area(s) needing improvement (i.e., CCL: Connecticut School Leadership Standards - Performance Expectation ratings of *Developing* or *Below Standard*);
- Exemplar practices/strategies in the area(s) identified as needing improvement that the evaluatee can implement;
- Specific tasks the evaluatee will complete that will improve Performance Expectation
- List of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor);
- How the evaluatee will demonstrate progress towards *Proficient* in the identified area(s) in need of improvement through observation, data, evidence, etc.;
- Timeline for meeting the year-end summative rating of no less than **Proficient** which identifies a mid-year conference in January;
- scheduled observations and periodic meetings which occur at designated frequency; and,
- all evaluative feedback will include a written summary.

The evaluator and evaluatee will sign the plan and copies will be distributed to all those involved in its implementation including the superintendent. The content of the plan shall be confidential.

To be deemed effective, the administrator upon conclusion of his/her Improvement and Remediation Plan must receive a rating of *Proficient* or better.

Dispute Resolution Process

A dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and Development Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Development Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Ensuring Fairness and Accuracy: Evaluator Training

The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback. Ongoing calibration activities will be incorporated into their training.

Evaluation-based Professional Learning

As this evaluation process identifies the needs of individual or groups of individual administrators, the district will provide professional learning opportunities. These opportunities shall be linked to the specific outcomes of the evaluation process as they relate to student learning needs, professional practice needs, and/or the results of stakeholder feedback.

Examples:

- Coaching vs. Evaluating Workshops
- Interviewing Workshops
- Leadership Team Meetings
- Legislative Updates Sessions
- Design Your Own Professional Development (DYOPD)

Career Development and Professional Growth

The district will provide opportunities for administrator career development and professional growth based on performance identified through the evaluation process. These opportunities include, but are not limited to,

- observations of peers
- mentoring/coaching early career administrators
- participation in improvement and remediation plans for peers whose performance has necessitated them
- conducting professional learning workshops for peers
- targeted professional development based on areas of need

Appendix A

Common Core of Leading: Connecticut School Leadership Standards

Common Core of Leading:
Connecticut School Leadership Standards

***Performance Expectations, Elements and Indicators**

June 27, 2012

*For further information, visit: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&O=333900>

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

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

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.²

Indicators: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

¹ **Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (*e.g. curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions*).

² **Staff:** all educators and non-certified staff.

³ **Stakeholder:** a person, group or organization with an interest in education.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Indicators: *A leader...*

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Element C: Continuous Improvement toward the Vision, Mission, and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

Indicators: *A leader...*

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals. Seeks and aligns resources to achieve the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Indicators: A leader...

1. Develops shared understanding and commitment to close achievement gaps⁴ so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty⁵ teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

⁴ **achievement gap** (attainment gap): refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

⁵ **faculty**: certified school faculty.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Indicators: *A leader...*

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.⁶
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

⁶ **diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Element C: Assessment and Accountability

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information⁷ to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

⁷ **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

Narrative

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Indicators: *A leader...*

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.
2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Indicators: A leader...

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators: *A leader...*

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.
2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies

PERFORMANCE EXPECTATION 4: Families and Stakeholders

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and other stakeholders.

Indicators: *A leader...*

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families and community members.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Indicators: *A leader...*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity⁸ of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

⁸**diversity:** including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Element C: Community Resources

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators: *A leader...*

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A)*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice⁹ for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

⁹ **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

Indicators: *A leader...*

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators: *A leader...*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice.

Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

PERFORMANCE EXPECTATION 6: The Education System

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

Indicators: *A leader...*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

PERFORMANCE EXPECTATION 6: The Education System

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

Indicators: *A leader...*

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

PERFORMANCE EXPECTATION 6: The Education System

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

Sec. 10-145d-400a. Code of Professional Responsibility for Educators

(a) Preamble

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

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

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers, and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;
- (B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application, and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- (I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students;
- (K) Apply discipline promptly, impartially, appropriately and with compassion.

(a) Responsibility to the profession

- (1) The professional educator, in full recognition of his or her obligation to the profession, shall:
 - (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
 - (B) Uphold the professional educator's right to serve effectively;
 - (C) Uphold the principle of academic freedom;
 - (D) Strive to exercise the highest level of professional judgment;
 - (E) Engage in professional learning to promote and implement research-based best educational practices;
 - (F) Assume responsibility for his or her professional development;
 - (G) Encourage the participation of educators in the process of educational decision making;
 - (H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;
 - (I) Encourage promising, qualified, and competent individuals to enter the profession;
 - (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
 - (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
 - (M) Promote and maintain ongoing communication among all stakeholders; and
 - (N) Provide effective leadership to ensure continuous focus on student achievement.

(b) Responsibility to the community

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
 - (A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
 - (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (C) Promote the principles and ideals of democratic citizenship; and
 - (D) Endeavor to secure equal educational opportunities for all students.

(c) Responsibility to the Student's Family

- (1) The professional educator in recognition of the public trust vested in the profession, shall:
 - (A) Respect the dignity of each family, its culture, customs, and beliefs;
 - (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
 - (C) Consider the family's concerns and perspectives on issues involving its children; and
 - (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

- (c) The professional educator, in full recognition of his or her obligation to the student, shall not:
- (A) Abuse his or her position as a professional with students for private advantage;
 - (B) Discriminate against students;
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk.
- (d) The professional educator, in full recognition of his or her obligation to the profession, shall not:
- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - (C) Misrepresent his, her or another's professional qualifications or competencies;
 - (D) Sexually, physically or emotionally harass or abuse district employees;
 - (E) Misuse district funds and/or district property; or
 - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.
- (e) The professional educator, in full recognition of the public trust vested in the profession, shall not:
- (A) Exploit the educational institution for personal gain;
 - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 - (C) Shall not knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

(f) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Appendix B

Common Core of Leading (CCL): Leader Evaluation Rubric

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Information & analysis shape vision, mission and goals</i>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. <i>Alignment to policies</i>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. <i>Diverse perspectives, collaboration, and effective learning</i>	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. develops a vision, mission and goals that set high expectations for most students.	incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	collaboratively creates a shared vision of high expectations with all stakeholders ³ and builds staff capacity to implement a shared vision for high student achievement.

¹**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²**Staff:** all educators and non-certified staff

³**Stakeholders:** a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Shared understandings guide decisions & evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.</p>	<p>engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</p>
<p>2 and 3 combined– <i>Communicates vision; Advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<p>publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Analyzes data to identify needs and gaps between outcomes and goals</i>	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined— <i>Uses data and collaborates to design, assess and change programs</i>	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. <i>Identifies and addresses barriers to achieving goals</i>	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. <i>Seeks and aligns resources</i>	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Analyzes data to identify needs and gaps between outcomes and goals</i>	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined— <i>Uses data and collaborates to design, assess and change programs</i>	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. <i>Identifies and addresses barriers to achieving goals</i>	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. <i>Seeks and aligns resources</i>	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Closes achievement gaps</i>	is unaware of the achievement gap ¹ . is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	develops shared understanding and commitment to close achievement gaps¹ so that all students achieve at their highest levels.	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. <i>Supports and Evaluates Professional Development</i>	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	supports and evaluates professional development to broaden faculty² teaching skills to meet the needs of all students	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

¹**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

²**Faculty:** certified school faculty

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

<p>3 and 4 combined – <i>Fosters Inquiry and Collaboration for Improvement</i></p>	<p>establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies.</p> <p>is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>models learning and seeks opportunities for personal growth.</p> <p>encourages staff collaboration and growth to improve teaching and learning.</p>	<p>seeks opportunities for personal and professional growth through continuous inquiry.</p> <p>fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</p>	<p>develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</p> <p>builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</p>
<p>5. <i>Supports Teacher Reflection and Leadership</i></p>	<p>provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p>provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</p>	<p>provides time and resources for teacher collaboration and builds the capacity.</p> <p>of teachers to lead meetings focused on improving instruction.</p> <p>builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<p>6. <i>Provides Feedback to Improve Instruction</i></p>	<p>ineffectively uses data, assessments or evaluation methods to support feedback.</p> <p>does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>provides sporadic feedback based on data, assessments or evaluations.</p> <p>monitors some teachers' practice for improvements based on feedback.</p>	<p>provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</p>	<p>provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined</i> – <i>Aligns Curriculum, Instruction and Assessment to Standards</i>	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards.	develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs. ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
<i>3. Improves Instruction for the Diverse Needs of All Students</i>	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹.	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.

¹Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	<p>is unaware of how to analyze student progress using student work.</p> <p>supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<p>develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p>	<p>empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>
5. <i>Provides Resources and Training for Extended Learning</i>	<p>identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<p>provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</p>	<p>builds strong faculty commitment to extending learning beyond the classroom.</p> <p>collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>
6. <i>Supports the Success of Faculty and Students as Global Citizens¹</i>	<p>focuses only on established academic standards as goals for student and staff skills.</p> <p>provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</p>	<p>assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</p>	<p>establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens.</p> <p>faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</p>

¹A **Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined– Uses Multiple Sources of Information¹ to Improve Instruction</i>	<p>monitors limited sources of student information and staff evaluation data.</p> <p>does not connect information to school goals and/or instruction.</p>	<p>develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</p> <p>is learning to use multiple sources of information to identify areas for improvement.</p>	<p>uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.</p>	<p>builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.</p> <p>empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</p>
<i>3. Staff Evaluation</i>	<p>conducts occasional classroom observations for some staff.</p> <p>does not connect evaluation results to professional development or school improvement goals.</p>	<p>completes evaluations for all staff according to stated requirements.</p> <p>uses some evaluation results to inform professional development.</p>	<p>implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</p>	<p>sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers.</p> <p>develops and supports individual staff learning plans and school improvement goals based on evaluations.</p>
<i>4. Communicates Progress</i>	<p>provides limited information about student progress to faculty and families.</p>	<p>provides updates on student progress to faculty and families.</p>	<p>interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.</p>	<p>builds the capacity of all staff to share ongoing progress updates with families and other staff members.</p> <p>consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.</p>

¹**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. <i>Positive school climate for learning</i>	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate. plans to develop a school climate focused on learning and social/emotional safety.	advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	supports ongoing collaboration from staff and community to review and strengthen a positive school climate. develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. <i>Community norms for learning</i>	uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.	builds ownership for all staff, community and students to develop and review community norms for accountable behavior. students, staff and parents all hold themselves and each other accountable for following the established norms.

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 4 combined – Evaluate and Improve operational systems</i>	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise. processes to improve the operational system.	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
<i>2. Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
<i>1. Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice. seeks new capabilities and resources based on school community input.
<i>2. Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment.	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined – Aligns resources to goals</i>	operates a budget that does not align with district or state guidelines. allocates resources that are not aligned to school goals.	develops and operates a budget within fiscal guidelines. aligns resources to school goals and to strengthening professional practice.	develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations. seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.	works with community to secure necessary funds to support school goals. aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.
<i>3. Recruits and retains staff</i>	uses hiring processes that involve few recruiting sources. provides limited support for early career teachers and has few strategies to retain teachers.	reviews and improves processes for recruiting and selecting staff. provides support to early career teachers but has limited strategies to develop and retain effective teachers.	implements practices to recruit, support and retain highly qualified staff.	involves all stakeholders in processes to recruit, select and support effective new staff. implements strategies and practices that successfully retain and develop effective staff in the school and district.
<i>4. Conducts staff evaluations</i>	does not consistently implement district/state evaluation processes. evaluation results are not used to improve teaching and learning.	prioritizes and completes staff evaluation processes. is beginning to connect evaluation process and results to professional learning.	conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.	coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance. works with staff to connect evaluation processes to professional learning and instructional improvement.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Accesses family and community resources</i>	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support. secures community resources that are not consistently aligned to student learning.	coordinates the resources of schools, family members and the community to improve student achievement.	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. <i>Engages families in decisions</i>	provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	welcomes and engages all families in decision-making to support their children's education.	engages families consistently in understanding and contributing to decisions about school-wide and student- specific learning needs.
3. <i>Communicates with families and community</i>	uses limited strategies to communicate with families and community members. limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families. provides opportunities for families and community members to share input and concerns with the school.	uses a variety of strategies to engage in open communication with staff and families and community members.	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

Element B: Community Interests and Needs:

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Communicates effectively</i>	Ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with, and interact effectively with people.	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. <i>Understands and accommodates diverse¹ student and community conditions</i>	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
3. <i>Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. <i>Collaborates with community programs</i>	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. <i>Involves all stakeholders</i>	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

¹Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Collaborates with community agencies</i>	works with community agencies when needed. provides limited access to community resources and services to children and families.	collaborates with some community agencies for health, social or other services. provides some access to resources and services to children and families.	collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	proactively identifies and prioritizes essential resources and services for children and families. collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
2. <i>Develops relationships with community agencies</i>	develops limited relationships with community agencies. community partnerships inconsistently meet the needs of the school community.	develops relationships with community organizations and agencies. evaluates some partnerships to ensure benefit to agencies and school community.	develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.	develops ongoing relationships with community agencies aligned to school needs. assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.
3. <i>Applies resources to meet the needs of children and families</i>	does not consistently align resources to the educational needs of the school.	aligns resources to the educational needs of students. supports the educational needs of most families.	applies resources and funds to support the educational needs of all children and families.	identifies educational needs of students and families and aligns all resources to specific needs.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut’s Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
5. <i>Equity and Social Justice</i> ¹	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> • removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. • promotes social justice by ensuring all students have access to educational opportunities.
6. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> • builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

¹**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
<i>1. Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
<i>3. Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
<i>4. Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Lifelong Learning</i>	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. <i>Support of Professional Learning</i>	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. <i>Allocates Resources Equitably</i>	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	allocates resources equitably to sustain a high level of organizational performance.	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. <i>Promotes Appropriate Use of Technology</i>	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	promotes understanding of the legal, social and ethical use of technology among all members of the school community.	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. <i>Inspires Student Success</i>	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Promotes public discussion about educational laws, policies and regulations</i>	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
2. <i>Builds relationships with stakeholders and policymakers</i>	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
3. <i>Advocates for equity, access and adequacy of student and family resources</i>	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Accurately communicates educational performance</i>	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
2. <i>Improves public understanding of legislation, policy and laws</i>	provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	shares information about federal, state and local laws, policies and regulations. provides information to decision-makers and the community.	communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
3. <i>Upholds laws and influences educational policies and regulations</i>	does not consistently uphold laws, regulations.	upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	upholds federal, state and local laws and influences policies and regulations in support of education.	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Advocates for public policies to support the present and future needs of children and families</i></p>	<p>does not advocate for policies and procedures to meet the needs of all students and their families.</p>	<p>identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.</p>	<p>advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.</p>	<p>works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.</p>
<p>2. <i>Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</i></p>	<p>is unaware of policies that result in equitable resources to meet the needs of all students.</p> <p>does not allocate resources appropriately, adequately or equitably.</p>	<p>supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.</p> <p>allocates and distributes school resources among faculty, staff and students.</p>	<p>promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.</p>	<p>aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.</p>
<p>3. <i>Collaborates with leaders to inform planning, policies and programs</i></p>	<p>demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.</p>	<p>is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.</p>	<p>collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.</p>	<p>actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning.</p> <p>is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.</p>

Appendix C

Forms

FORM A
Initial Evaluation and Development Plan

Name: _____ **Date:** _____

School/Position: _____

STUDENT GROWTH INDICATORS

Student Learning Objectives

Write each SLO and identify what professional learning and/or other type of support would help you to achieve your goals.

SLO 1

SLO 2

Focus Area Performance Expectation Element(s):

Possible Action Step(s)

Identify what professional learning and/or other type of support would help you to achieve your goals.

Survey Target:

Possible Action Step(s)

Evaluator's Comments:

Administrator: _____

Date: _____

Evaluator: _____

Date: _____

FORM B
Mid-year Administrator Self-Assessment/Reflection

Name: _____

Date: _____

School/Position: _____

Status of Student Learning Objectives

Copy and paste original SLOs and if applicable, revisions.

For each SLO, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.

SLO 1:

SLO 2:

Status of Focus Area Performance Expectation Element(s)

Focus Area *(Please record original Focus Area.):*

Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.

Status of Survey Target

Survey Target *(Please record original Survey Target.):*

Consider your overall assessment of progress within the survey target and describe what you have learned and how you will use it going forward.

Evaluator's Comments:

Administrator: _____

Date: _____

Evaluator: _____

Date: _____

FORM C

End of Year Summative Administrator Self-Assessment/Reflection

Name: _____

Date: _____

School/Position: _____

Status of Student Learning Objectives

Copy and paste original SLOs and if applicable, revisions.

For each SLO, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.

SLO 1:

SLO 2:

Status of Focus Area Performance Expectation Element(s)

Focus Area *(Please record original Focus Area.):*

Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.

Status of Survey Target

Survey Target *(Please record original Survey Target.):*

Consider your overall assessment of progress within the survey target, describe what you have done that produced these results, describe what you have learned and how you will use it going forward.

Evaluator's Comments:

Administrator: _____

Date: _____

Evaluator: _____

Date: _____

This form should be attached to the administrator's final evaluation report.

FORM D
Evaluation and Support Plan Tracking Form
(Optional)

Administrator Name: _____ **Evaluator's Name:** _____
School Name: _____

COMMON CORE OF LEADERSHIP EVALUATION STANDARDS

Performance Expectation 1
<i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.</i>
Element A. High Expectations for All
Element B. Shared Commitments to Implement the Vision, Mission, and Goals
Element C. Continuous Improvement toward the Vision, Mission, and Goals
Performance Expectation 2: Teaching and Learning
<i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i>
Element A. Strong Professional Culture
Element B. Curriculum and Instruction
Element C. Assessment and Accountability
Performance Expectation 3: Organizational Systems and Safety
<i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i>
Element A. Welfare and Safety of Students, Faculty, and Staff
Element B. Operational Systems
Element C. Fiscal and Human Resources

FORM D
Evaluation and Support Plan Tracking Form

Performance Expectation 4: Families and Stakeholders

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

Element A. Collaboration with Families and Community Members

Element B. Community Interests and Needs

Element C. Community Resources

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession

Element B. Personal Values and Beliefs

Element C. High Standards for Self and Others

Performance Expectation 6: The Education System

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

Element A. Professional Influence

Element B. The Educational Policy Environment

Element C. Policy Engagement

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 23, 2015

Decision Requested X Agenda Code 11a

AGENDA REPORTING FORM

Agenda Topic: Non-Renewal of Interim Teacher

Summary of Issue: Interim teachers were hired to fill positions until the conclusion of the 2014-2015 school year. Typically, interim teachers fill in for teachers who are on leave or in positions which will likely be available for one year. In order to officially terminate the services of these teachers, the Board must vote, prior to May 1 to non-renew their services for the coming year. This action is in keeping with the requirements of state law.

Background: These interim teachers were hired to fill vacancies during the 2014/2015 school year. The interim teachers have been advised that the Board will be taking this action. They know that such action is necessary and consistent with the terms of their working agreement with the Board of Education. Clearly, this action is in no way a reflection on the performance of this teacher. The school administration always makes a concerted effort to retain the services of interim teachers who have provided high quality service to the district.

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** N/A

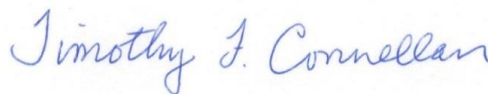
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the contract of Gary Dwyer, Allison Gamzon, Alysia LaMay, Jaime Montagno, Patrick Nobou, Ashley Ruotolo and Linda Witkowski be non-renewed for the 2015-2016 school year.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Curricular Connection to Costa Rica Trip

Curriculum Application:

International Business and Marketing classes

Environment breakdown covered in International Business

1) Political/Legal

- Aspects will be experienced throughout trip through observation of business activities, transactions and travel experience and logistics involved in travel.

2) Economic

- Contrast of developed country versus developing country
- Coffee plantation visit offers opportunity to learn about the impact of fairtrade coffee cooperatives on a country's economy, education, member solidarity and giving back to the environment
- Opportunity to experience one of the primary sources of a country's economic prosperity and production. Coffee currently accounts for 11% of export revenues and employs 5% of the nation's labor force, which represents 20% of the rural workforce. Costa Rica accounts for 2.6% of world production of coffee and 20% of Central American production. There are 72,942 coffee growers in Costa Rica, 45,000 of whom are members of cooperatives (62%).

3) Social Cultural

- Experience socio-cultural aspects of this country through the volunteer opportunities. Through tours, visits to natural environments and market place goods and services trade, participate in an authentic socio-cultural experience. Observations of cultural mores, customs and business practices contribute to this segment.

4) Geographic

- Access to natural rain forests, water falls, topography allows students to see first-hand the impact geographic aspects have on a country and its ability to compete in a global marketplace.

International Business students are required to complete a culminating project based on a specific country. Offers potential to incorporate visit and documentation as project model or demonstration. Visit offers a possibility for a student to incorporate trip experience through choice of Costa Rica for their country project.

Consider volunteer opportunities and ability for students to contribute from home. Is there a need for travelers to bring anything from this the US? Like school supplies, short books for young children?

Curricular Connection to Italy Trip, April 2016

Foreign Language: Specifically Italian

ACTFL Standards:

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

In and outside of the classroom students will further their knowledge of speaking Italian by partaking in classes, tours and seminars all taught in the target language and living the daily life of an "Italian" by staying with a host family.

Students will further their knowledge of Italy's culture by experiencing the daily life in an Italian household, taking tours of historical sites, taking class every day and attending seminars.

Connections to other disciplines:

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

History-

- Students will go to Pompeii and investigate ancient ruins
- Students will analyze examples of Renaissance art and science- Curriculum Maps- World History #1-3
- Comparisons of cultural norms and origins that have been brought to the U.S. from Italy

Art-

- Students will also analyze examples of art in time periods which they will have previously learned about in Italian class

Science and Technology-

- Students will go to a Mozzarella Factory and observe the process of making cheese
- Students will observe and analyze the impact Italian culture has had on science
 - Example: Roman aqueducts which were extremely advanced for the time period
 - Example: Salerno's Medical School

English-

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math-

- Students will convert currencies
- Students will budget their money for expenses- Curriculum Maps- Consumer Math
 - Understand the importance of budgeting process and determine an appropriate budget based on your salary and living expenses
 - Calculate and compare ordering costs of items from different stores
 - Anticipate and determine "hidden fees" and use this information to make purchasing decisions

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 23, 2015

Decision Requested X Agenda Code 11 b

AGENDA REPORTING FORM

Agenda Topic: **Out of State:** Overnight/Out of State Field Trip Approvals

Summary of Issue: The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet are the following trips:

- *Rome and Salerno, Italy* ~ SHS Italian Students ~ Study Abroad ~ April 7-16, 2016
- *Costa Rica ~ San Jose, Santos, Coastal Puntarenas, Arenal* ~ Business Oriented Students ~ April 8-16, 2016

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A Funding Source: _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approves the attached foreign field trips to Italy and Costa Rica as presented by the administration.

Titles of Attachments:

1. Field Trip Applications and Itineraries



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Foreign Field Trip

ITALY

Southington Public Schools
Southington, Connecticut

Application for Foreign Field Trip

Submit to Assistant Superintendent

Date: 2/26/15

Southington High School

Italian Students ~ Year 2,3,4

April 7-16, 2016

School

Class/Group

Date of Trip

Destination Rome and Salerno, Italy

Please attach a complete itinerary to this application

Reasons for Field Trip Study abroad trip where students will take Italian classes, live with families, and see historical sites that Italy has to offer.

Departure Date/Time Thursday, April 7, 2016 ~ 12:00pm Return Date/Time Saturday, April 16, 2016 at 6:00pm

of Students 20 # of Teacher/Chaperones 2

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.

Nurse's Signature _____

Date _____

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-moth prior to the scheduled trip.

COST AND FINANCING

Source of Funds

Totals

Additional Notes

TOTAL Anticipated Cost of Trip

\$ 43,940

\$2,107 per student traveler x20 + 2 free chaperones (Transportation included)

Board of Education Contribution

\$0

Other

\$0

Fundraising Activity

(\$0)

Depending on participation this may change

BALANCE

\$43,940

Student Contribution

Transportation

\$1,800

20 Students @ \$90

Entrance Fees, Room & Board

\$42,140

20 Students @ \$2,107

TOTAL Cost of Trip to Each Student

\$2,197

Inclusive Trip Fee + Transportation

SIGNATURES

Teacher Katharine Tavera & Vinnie Bartoletti ~ signatures on original

Date 2/27/15

Dept. Head Tina Riccio ~ signature on original

Date 2/27/15

Principal Brian Stranieri, Interim Principal ~ signature on original

Date 2/27/15

Comments _____

Assistant Superintendent Karen L. Smith

Date 4/10/15

Approved
Not Approved

Board of Education Approval*** YES NO

Date _____

***Approval of all school-sponsored foreign field trips will be conditional and may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of the trip in the interest of the safety of the students and staff of the Southington Public Schools. The Board of Education will not be responsible for any financial obligations incurred as a result of the planning of the school sponsored foreign field trips or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the school-sponsored foreign field trips. The district will make every effort to secure financial assistance for those students whose families have demonstrated financial hardship and are unable to afford the cost of the program.

The Board of Education will not be responsible for any student who participates in a travel study program that the Board of Education has not specifically approved.

Italian Study Abroad

Thursday April 7-
Saturday April 16 2015

**Southington High School
Coordinators: Kate Tavera
Vinnie Bartoletti**

STUDY ABROAD CONTRACT

In order to participate in the Salerno study abroad program the following criteria must apply to all applicants:

- The student is in good academic standing according to the Southington Board of Education student handbook rules.
- The student currently enrolled in an Italian course.
- The student has a 85% average in Italian
- The student has completed the "Salerno makeup work packet" and has signatures and makeup work from all teachers.

N.B No student will be considered for this program if he or she does not meet the above criteria.

Parents please be aware of the following stipulations:

- Your student can be removed from the Italian exchange program if there are any academic, legal, or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this program will be chosen on the bases of academic, social, and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity.
- There will be a curfew in place in Italy, the host families will report to the teacher each day to ensure that the students are abiding by all rules.
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Southington Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip.
- At the highest [red] alert, no field trips will be allowed out of the City of Southington for any reason.

Please sign and return by _____

Parent's signature _____

Student's signature _____

Program Outline:

The Accademia Italiana offers a unique learning opportunity for teachers and students interested in immersing themselves in the Italian language and culture. This study abroad program is being held April 2016 at the Accademia Italiana of Salerno. The *Accademia* is recognized by the Italian Ministry of Education and the Association of Schools of Italian as a second language specialty school. It is also authorized by the University for Foreigners of Perugia as the examination center for official certificates of Italian knowledge.

The focus of this program is to enhance language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide. The students from SHS will have the opportunity to study with people from all over the world. Faculty from the *Accademia Italiana* will teach their lessons in a variety of modalities focusing on the topics of Italian traditions, past civilization and contemporary society. The rigorous course schedule will allow students to delve deeper into the language by studying the Mediterranean culture, art, architecture, and agriculture. The participants enrolled in this course will be reviewing advanced grammar concepts through verbal and written practice. The teachers and students enrolled in this study abroad opportunity will be required to give written and oral projects based on the subjects explored during this experience. The main goal of this study abroad opportunity is to enhance the participants' communicative abilities and comprehension of the Italian language, culture, history and arts. The program will offer 20 hours of classroom study, 18 hours of seminars and symposiums as well as excursions and after school activities. The time spent outside of the classroom will provide resources for written and oral work as well as individual research. Upon the completion of this course study the students will receive a grade and a certificate of completion to add to their college resume. Please see attached document for the tentative schedule of events.

Students will also spend a day and a half in Rome, Italy's capital, to see many of its historical and cultural offerings including but not limited to the Coliseum, the Vatican, the Trevi Fountain, and the Spanish Steps.

The Benefits of this Experience:

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom education to evolve into a 21st century global education. This opportunity will allow learners of all levels and styles to see, read, and experience the Italian language and culture. All students who participate in this study will be tested into a level of study that is appropriate for each individual.

This program will allow total immersion in the Italian language and culture for a reasonable price. The importance of a study abroad program is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad (a website) that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and the fact that it is changing the face of education across the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communicate among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students study abroad is a life-changing experience. Students come back from study abroad more independent, confident, and eager to take on any challenge, academic, professional, or personal.

There are many personal benefits to study abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

The entire experience during this study abroad course can be transferred to the students of Southington High School. The knowledge gained during this program will continue far beyond the week time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum.

Communication: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

One can continue drawing parallels between the benefits of this program and the Southington education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners. The Italian curriculum for all levels discusses topics such as the geography of central southern Italy, the study of ancient history and culture and the study of tradition and daily life.

Connections to NEASC:

This program can help the school achieve its maximum potential. The goals set by NEASC states that the curriculum must emphasize depth of understanding and application of knowledge through:

- Inquiry and problem-solving
- Higher order thinking
- Cross-disciplinary learning
- Authentic learning opportunities both in and out of school
- Informed and ethical use of technology

This program focuses on higher order thinking and cross disciplinary learning. This is an opportunity that will set us apart from the masses; we will be focusing on **authentic** learning opportunities in the target language and the epicenter of culture and traditions. The students will be pushed beyond their comfort zones and will be forced to inquire about new topics and problem solve to express themselves in a foreign country.

NEASC also states that the district must provide the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. This opportunity will allow the teacher to delve deeper into the study of language and culture. The teacher will be able to attend lessons every day; this will become a learning experience that will affect all of the students in the Italian department at SHS for years to come.

In conclusion:

This experience will bring a new vision to the Italian classrooms at Southington High School. The historical stories, grammar concepts and geographical studies one reads about in the textbook text will be brought to life. This groundbreaking educational jump will prove more valuable than simply retelling students about a specific city, concept or tradition; the students will be able to live it. This opportunity will put the Southington school system on the map for offering a study abroad program where the students attend an accredited Academy, 20 hours of schooling and the experience of a home stay program. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

tentative Trip Schedule:

Thursday:

Depart Southington High School at 12:00 pm via bus to JFK Airport

Friday:

Arrival in Rome

Drop everything off at hotel <http://www.lamquesthouse.com/>

Tour of the Vatican and St. Peters 1:00-5:00 <http://angeltours.eu/rome/heart-of-rome-tour>

Evening walk to visit- the Spanish Steps, the Trevi Fountain, the Piazza Navona, the Pantheon

Saturday:

Tour of the Colosseum and Roman Forum 9:00 - 12:00 <http://angeltours.eu/rome/heart-of-rome-tour>

Depart Rome late afternoon to Salerno

Spend night with host families

Sunday:

Full day excursion to Amalfi and Ravello

Monday:

Class 9:00-12:30

Seminar about the History and Art of Salerno

Half-day excursion on a tour of Salerno

Tuesday:

Class 9:00-12:30

Half-day excursion to Pompeii

Wednesday:

Class 9:00-12:30

Seminar on Italian Gestures and Body Language

Thursday:

Class 9:00-12:30

Half-day excursion to a Mozzarella Factory

Friday:

Class 9:00-12:30

Practical Cooking Lesson

Saturday:

Depart Italy (Rome) and Arrive in NYC

Curricular Connection to Italy Trip, April 2016

Foreign Language: Specifically Italian

ACTFL Standards:

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

In and outside of the classroom students will further their knowledge of speaking Italian by partaking in classes, tours and seminars all taught in the target language and living the daily life of an "Italian" by staying with a host family.

Students will further their knowledge of Italy's culture by experiencing the daily life in an Italian household, taking tours of historical sites, taking class every day and attending seminars.

Connections to other disciplines:

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

History-

- Students will go to Pompeii and investigate ancient ruins
- Students will analyze examples of Renaissance art and science- Curriculum Maps- World History #1-3
- Comparisons of cultural norms and origins that have been brought to the U.S. from Italy

Art-

- Students will also analyze examples of art in time periods which they will have previously learned about in Italian class

Science and Technology-

- Students will go to a Mozzarella Factory and observe the process of making cheese
- Students will observe and analyze the impact Italian culture has had on science
 - Example: Roman aqueducts which were extremely advanced for the time period
 - Example: Salerno's Medical School

English-

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math-

- Students will convert currencies
- Students will budget their money for expenses- Curriculum Maps- Consumer Math
 - Understand the importance of budgeting process and determine an appropriate budget based on your salary and living expenses
 - Calculate and compare ordering costs of items from different stores
 - Anticipate and determine "hidden fees" and use this information to make purchasing decisions

Foreign Field Trip
COSTA RICA

Southington Public Schools
Southington, Connecticut

Application for Foreign Field Trip

Submit to Assistant Superintendent

Date: 03-02-15

Southington High School	Business & Service Minded Groups/Clubs/Individuals	April 8 – 16, 2016
School	Class/Group	Date of Trip
Destination <u>COSTA RICA - San Jose, Santos, Coastal Puntarenas, Arenal</u>		

Please attach a complete itinerary to this application

Reasons for Field Trip International trip with a focus on community service and international business. The trip will be offered to all SHS students and specifically marketed towards students enrolled in business classes, Key Club, Interact, DECA, FBLA and other service organizations. Preference will be given to upper classmen.

Departure Date/Time Friday, April 8, 2016 – Time TBD **Return Date/Time** Saturday, April 16, 2016 – Time TBD

of Students 18 **# of Teacher/Chaperones** 3 (M. Halloran, S. Spinello, TBD)

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.

Nurse's Signature _____ *Date* _____

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

COST AND FINANCING

<u>Source of Funds</u>	<u>Totals</u>	<u>Additional Notes</u>
TOTAL Anticipated Cost of Trip	<u>\$43,182</u>	<u>\$2,349 per student traveler x 18 + 3 free chaperones (Transportation included)</u>
Board of Education Contribution	<u>\$0</u>	<u>Trip fully funded by travelers</u>
Other	<u>\$0</u>	<u>N/A</u>
Fundraising Activity	<u>(\$0)</u>	<u>Depending on participation this may change</u>
BALANCE	<u>\$43,182</u>	
Student Contribution		
Transportation	<u>\$900</u>	<u>20 students @ \$45 each (To Bradley. Parents to pick up)</u>
Entrance Fees, Room & Board	<u>\$42,282</u>	<u>18 students @ \$2,349 each</u>
		<u>Includes: transportation to airport, round-trip airfare, hotel w private bath, meals, activities, and tour director.</u>
TOTAL Cost of Trip to Each Student	<u>\$2,394</u>	

SIGNATURES

Teacher	<u>Sandy Spinello ~ signature on original</u>	Date	<u>3/10/15</u>
Dept. Head	<u>Michael Halloran, Assistant Principal ~ signature on original</u>	Date	<u>3/10/15</u>
Principal	<u>Brian Stranieri, Interim Principal ~ signature on original</u>	Date	<u>3/10/15</u>
Comments	_____		

Assistant Superintendent *Karen L. Smith* **Date** 4/10/15 **Approved** **Not Approved**

Board of Education Approval*** YES NO **Date** _____

****Approval of all school-sponsored foreign field trips will be conditional and may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of the trip in the interest of the safety of the students and staff of the Southington Public Schools. The Board of Education will not be responsible for any financial obligations incurred as a result of the planning of the school sponsored foreign field trips or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the school-sponsored foreign field trips. The district will make every effort to secure financial assistance for those students whose families have demonstrated financial hardship and are unable to afford the cost of the program.*

The Board of Education will not be responsible for any student who participates in a travel study program that the Board of Education has not specifically approved.

(/)

Log Out > (/my-account.aspx?logout=true&redirect=true)

Make a Difference: Costa Rica Sun and Service

408 Days til Departure | Departing From: New York City

April 8, 2016 - April 16, 2016

21 Travelers | 21 Estimated Group Size (edit >) | 1:6 Chaperone Ratio | Unique Visits: 1

BEST PRICE
guaranteed



MANAGE YOUR EXPLORICA TOUR QUOTE

This quote expires on March 1, 2015.

reserve this tour >

[edit this quote >](#)

[delete this quote >](#)

TOUR ITINERARY [print itinerary >](#)

Optional Individual stay ahead \$145.00

Day 1 Hola San José

Meet your Tour Director and check into hotel

Day 2 San José--Santos

Travel to Santos

Volunteer activities

Optional Canopy tour \$45

Day 3 Santos Day of Service

Bio Coffee Adventure

Volunteer activities

Day 4 Santos--Coastal Puntarenas

Travel to Coastal Puntarenas by 4x4

Day 5 Manuel Antonio Excursion

Manuel Antonio National Park guided visit

Day 6 Coastal Puntarenas--Arenal

Travel to Arenal
Kayaking tour on Lake Arenal
Hot Springs visit

Day 7 Arenal--San José

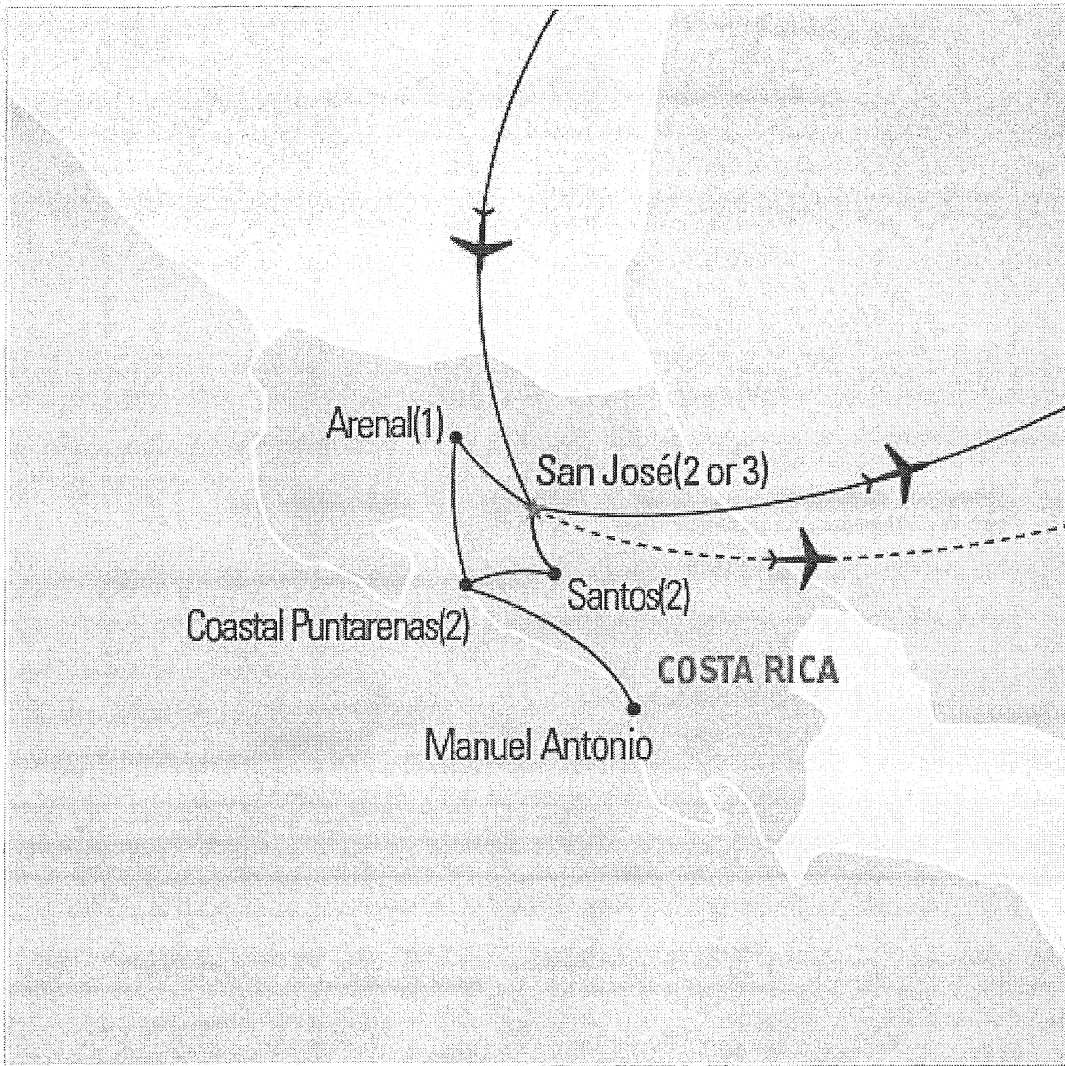
Travel to San José
Poás Volcano

Day 8 Start Extension in San José

Guided River Rafting Excursion

Day 9 End Tour

Optional Individual stay behind \$145.00



TOUR BREAKDOWN

Tour

Make a Difference: Costa Rica Sun and Service

Departure Date

April 8, 2016

Return Date

April 16, 2016

Chaperone Ratio

6 Travelers per free chaperone

Gateway

New York City

Group Size

1 Travelers (including yourself)

Rewards Program

Explorica Basic Rewards

Group Optionals

Canopy tour

TOUR COST BREAKDOWN**Total Fee:* \$2,349.00****Tour Quote Breakdown**

The following fees apply to your full-paying participants:

Tour Fee*	\$2,337.00
Weekend Supplement (Departing)	\$35.00
Weekend Supplement (Returning)	\$35.00
Canopy tour	\$45.00
On-Tour Tipping	\$47.00
** 2016EarlyBird	-150.00

Total Fee***\$2,349.00**

OR 11 monthly payments of \$212.18

After initial payment of \$15.00

* Tour Fee increases on Mar 1, 2015, tour fee will never change after sign-up.

** Only valid with voucher code 2016EarlyBird

Additional Adult Fees

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

Adult Supplement	\$130.00
Twin Room Upgrade	\$280.00
Additional Adult Fee	\$410.00

Free Chaperones

6 Travelers = 1 Free Chaperone

Your free place ratio is such that your group will fully contribute towards 1 free place(s), and partially contribute to an additional free place.

3 Free Chaperones

[SITE MAP \(/SITEMAP.ASPX\)](#) [PRIVACY POLICY \(/PRIVACY-POLICY.ASPX\)](#) [TERMS OF USE \(/TERMS-OF-USE.ASPX\)](#)

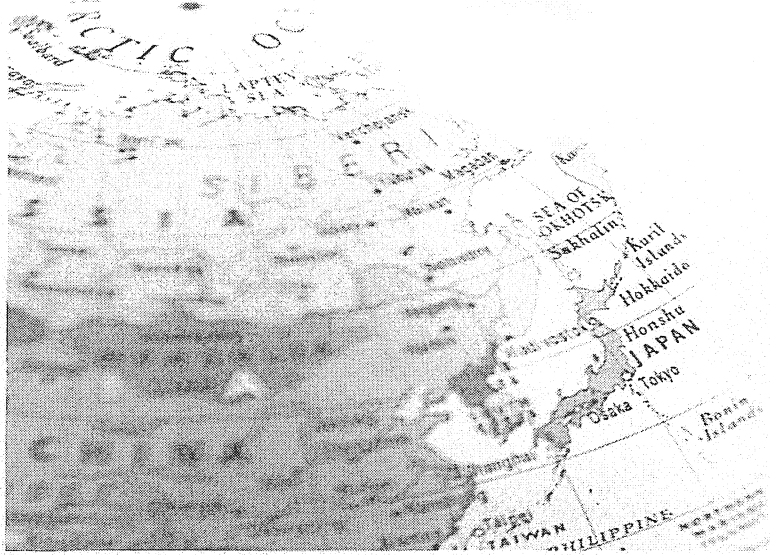
Explorica Inc. 145 Tremont St., 6th Floor, Boston, MA 02111

Teachers: 1.888.310.7120

Travelers: 1.888.310.7121

Volunteer activities

The group can pick from a range of activities within the rural community of Santos. Activities include painting at the local school, preparing a garden, restoration by the river banks, garbage collection or construction restoration in the school or church. These activities not only help the community but give students the opportunity to experience life in a Costa Rican rural community.



School Board Packet

Make a Difference: Costa Rica Sun and Service *with White Water Rafting Adventure Extension*

April 8, 2016 – April 16, 2016

Contents

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Welcome to Explorica and thank you for your interest in student travel!

As a licensed tour operator, Explorica is proud to be able to give your students the opportunity of a lifetime! When your school travels with Explorica, you'll bring your classroom lessons to life and offer your students valuable exposure to a city outside of their home town. An educational adventure for both you and your students.

Before we begin, please review a little more about us:

Founded in 2000, Explorica helps teachers create educational tours full of authentic, interactive learning experiences. We specialize in connecting teachers and students to new cultures, languages and people on educational tours across the globe.

We believe we can create a better world by enriching every student with a cultural experience through travel. We aim to be the product leader in educational travel, helping teachers and students discover the wonders of the world through safe and reliable tour experiences. And we do this with a passion for delighting customers and connecting travelers to the world.

Explorica's combination of exclusive online tools and personalized service enables us to create tours uniquely suited to provide both the best value and the most customized tours in the industry.

Every Explorica tour includes flights or bus transportation, accommodations, on-tour transportation, most meals and an expert, full-time Tour Director dedicated to your group. And with our veteran Program Consultants, Customer Care Representatives, and comprehensive, user-friendly website, we're always here to support you from the moment you contact us, to the minute you shout bon voyage!

Join more than 750,000 teachers and students in experiencing the world on Explorica tours!

Happy travels!

Sincerely,
Matt Wertz
President & CEO



Hotel Information

Even though you'll be far from home, your comfort won't be compromised. Because when you travel with Explorica, you'll stay in clean, safe, attractive hotels that provide modern amenities and easy access to major attractions.

It is Explorica's policy to accommodate students in safe and clean hotels. We follow the three "C"s for our hotels – clean, comfortable, and convenient to the city. Upgraded hotels are available upon request.

The selection of our hotels is based on proximity to tour sights, comfort, quality, and safety. Students are roomed in either triple or quad accommodations based on the hotel availability. Paying adults (23 or older) are roomed in twin/double accommodations and charged the \$35 per night double/twin rooming supplement \$75 per night for cruises and ferries). The cost for adults to upgrade to a single room is \$70/night.

HOTEL SAMPLE SPECIFIC TO MONTEVERDE, COSTA RICA

El Establo Mountain Hotel, Monteverde

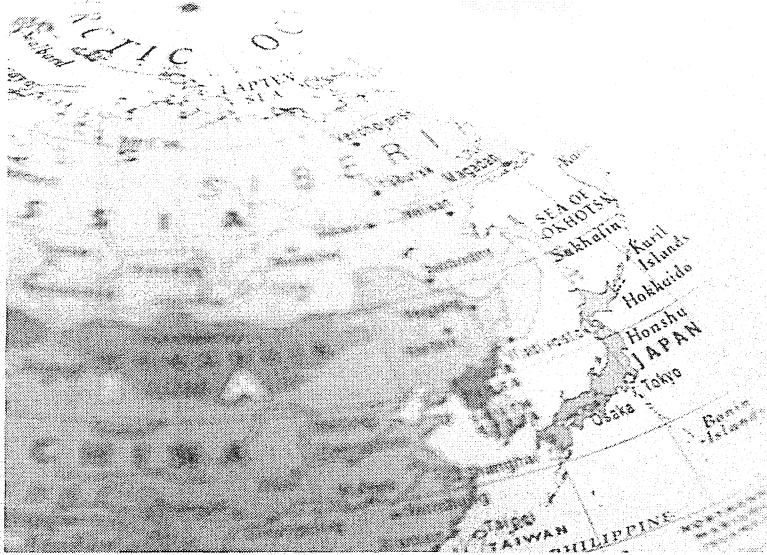
Standard Hotel

Hotel Description

"Nestled in the misty cloud forest of Monteverde, El Establo offers the best quality services that will make your trip an unforgettable experience: The area's best view, heated indoor pools, spa, restaurants, café-bars, special events center, internet access, souvenirs shop, tennis court, basketball court, mini soccer court, hiking trails, canopy tour and the most charming staff."

Group Leader Evaluations

"El Establo was above and beyond. We really enjoyed staying here. The food was excellent! The students were very happy here."



Meal Information

Explorica provides breakfast and dinner daily on all tours (unless otherwise indicated on your itinerary). Explorica makes sure all travelers get a unique experience through their meals, such as a tapas dinner in Spain, crepes in France or wienershnitzel in Germany.

Tour Director

Your Tour Director is responsible for organizing the overall logistics of the trip. He or she will be with you from the beginning of the tour until the end to oversee the arrangements for all transportation, meals, accommodations, and sightseeing. The Tour Director can also provide very general information and suggestions for your free time. Local guides are your resource for detailed destination information.

Communication on Tour

Explorica provides a Tour Diary for each group that travels. We were the first company to develop the diary and have been providing this service for 10 successful years. Our online Tour Diary lets parents and friends see pictures of the group as they travel, so they know their children are safe, happy, learning and having fun. Here is an example of a posting for a group that traveled on our England and Scotland tour April, 2013:

“Day 3 - We left our hotel near Glasgow and headed up north into the Trossachs National Park to make our first stop in the village of Luss on the banks of Loch Lomond. We walked down to the beach and up through the village. Next we followed the sides of the loch all the way up, making some photo stops along the way until we came to a rest-stop called 'The Green Welly' where we made a lunch break. This afternoon we arrived in the very heart of the highlands, driving across the barren landscape and making a photo stop in the Glencoe valley, scene of the Glencoe Massacre back in 1692. We learnt about the clan difficulties at the time and the Jacobite movement. Next we got great views of the UK's highest mountain, Ben Nevis, as we headed around the western coast and across the Grampian mountains. We stopped in some cute highland villages and saw a game of Shinty (like a kind of highland hockey). We've arrived at the hotel now, our base for exploring more of the Highlands tomorrow!”

4



Company Information and Safety

- ›All Tour Directors come highly recommended with at least 5 years work experience in the industry.

- ›Explorica has a \$5 million Liability Insurance Policy (see below). We can have the school information printed on the certificate before traveling.

- ›Explorica offers each traveler the option to purchase the Travel Protection Plan at \$12/day or \$18/day for the Travel Protection Plan Plus.

- ›We are a member of USTOA: United States Tour Operators Association \$1 Million Travelers Assistance Program. As an Active Member of USTOA, Explorica Inc., is required to post \$1 Million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of Explorica, Inc. customers in the unlikely event of Explorica, Inc. bankruptcy, insolvency or cessation of business. Further, you should understand that the \$1 Million posted by Explorica, Inc. may be sufficient to provide only a partial recovery of the advance payments received by Explorica, Inc. Complete details of the USTOA Travelers Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, or by email to information@ustoa.com or by visiting their website at www.USTOA.com.

- ›In addition to the USTOA, Explorica is affiliated with the following notable organizations: Student Youth Travel Association (SYTA), National Tour Association (NTA), European Tour Operators Association (ETOA), Better Business Bureau (BBB), International Air Transportation Association (IATA), World Youth Student & Educational (WYSE) Travel Confederation, British Educational Travel Association (BETA)



Liability Policy

To Whom It May Concern,

We understand that many school officials have expressed concern about allowing their students to travel. We want to assure you that the safety of the tour participants is Explorica's number-one priority and that we have policies and procedures in place to protect the school, school district, teachers, and participants involved with this tour.

Explorica has a \$5 million liability policy with AIG/Lexington Insurance Company that protects 3rd parties and tour participants (students, teachers, chaperones) for injuries and damages resulting from Explorica's negligence. We know that school officials should not have to assume responsibility for the safety of their students while on tour, and with Explorica, they don't. Explorica has taken all precautions to best protect the students and other tour participants. For additional information on our liability insurance, or to receive evidence of our insurance coverage, please contact our insurance broker, Judy Doble of Wells Fargo Acordia, at 617.204.2517.

We of course share your concern for the students' safety and peace of mind. Our optional Cancel for Any Reason travel protection plan provides medical, baggage, and cancellation insurance coverage for our travelers. We also have a network of support staff in the United States as well as a 24-hour emergency service for groups and their families. We offer additional peace of mind for parents and friends of our travelers by providing an online "Tour Diary" that is updated with pictures and journal entries by the Tour Director throughout the trip. If you would like to discuss this matter further, we would be happy to speak with you at any time. Please call us at 1.888.310.7120.

Sincerely,
Dan Kellerd
Executive VP Operations



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
2/3/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Commercial Lines - (666) 527-9627 Wells Fargo Insurance Services USA, Inc. 622 Boylston St, 8th Floor Boston, MA 02118	CONTACT NAME: _____	
	PHONE (Inc. No. Ext): _____	FAX (Inc. No.): _____
INSURED Explorica, Inc 145 Tremont Street 5th Floor Boston, MA 02111	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Steadfast Insurance Company	NAIC # 26387
	INSURER B: Hartford Casualty Insurance Company	NAIC # 28424
	INSURER C:	
	INSURER D:	
	INSURER E:	

COVERAGES **CERTIFICATE NUMBER:** 9119753 **REVISION NUMBER:** See below

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDITIONAL INSURER (IND) (Y/N)	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER: _____		EOL9474195-05	09/01/14	09/01/15	EACH OCCURRENCE \$ 500000 DAMAGE TO RENTED PREMISES (Per occurrence) \$ 50000 MED EXP (Any one person) \$ 1000 PERSONAL & ADV INJURY \$ 500000 GENERAL AGGREGATE \$ 5000000 PRODUCTS - COMP/OP AGG \$ 0 PER OCCUR DEDUCTIBLE \$ 25000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS <input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$		EOL9474195-05	02/01/14	09/01/15	COMBINED SINGLE LIMIT (Per accident) \$ 5000000 BODILY INJURY (Per person) \$ _____ BODILY INJURY (Per accident) \$ _____ PROPERTY DAMAGE (Per accident) \$ _____ EACH OCCURRENCE \$ _____ AGGREGATE \$ _____
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below.	Y/N N	08WEORH0114	02/01/14	09/01/15	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER EL EACH ACCIDENT \$ 100000 EL DISEASE - EA EMPLOYEE \$ 100000 EL DISEASE - POLICY LIMIT \$ 100000

DESCRIPTION OF OPERATION(S) / LOCATION(S) / VEHICLE(S) (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Evidence of Coverage

CERTIFICATE HOLDER Evidence of Coverage	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

The ACORD name and logo are registered marks of ACORD © 1988-2014 ACORD CORPORATION. All rights reserved.



Payment Options

FULL PAYMENT

Pay in full at time of enrollment.

MONTHLY AUTOMATED PLAN

Pay your \$99 deposit plus any travel protection plan fees with a credit card or checking account upon enrollment, and the balance of your Tour Fee will be automatically charged to your card or debited from your account in equal monthly installments until 35 days prior to your departure date. Please note that you must make all payments by credit card, debit card, or checking account. If two consecutive payments are returned NSF or declined, we will change your account to the 4-Step Manual Plan.

4-STEP MANUAL PLAN

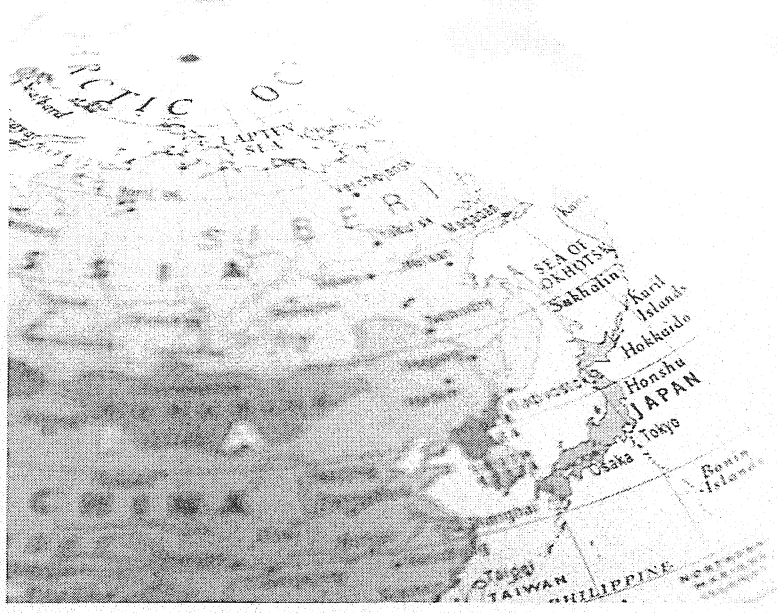
Pay your \$99 deposit upon enrollment, and then pay \$500 toward your balance 30 days later. At 120 days prior to departure 75% of the balance is due. At 75 days prior to departure the remainder of the balance is due. You must make each payment manually.

GENERAL PAYMENT INFORMATION

We accept MasterCard, Visa, ACH checking account payments (and require a credit card or ACH payment for our monthly payment plan), money orders, and personal checks. Please note personal checks are only accepted until 75 days prior to departure and ACH payments until 65 days prior to departure.

Each month we will automatically charge the credit cards or debit the checking accounts of participants who choose our monthly payment plan; we will send email reminder of payments due to all other participants approximately two weeks in advance of the payment due date. You will receive payment reminders only through email and not through the mail. Payments that are late are subject to a \$50 late fee. The date of payments is determined by the date of receipt at Explorica. If you are not paid in full by 75 days prior to your departure or do not meet the conditions of your payment plan, then your tour reservation will be cancelled (subject to standard cancellation policy).

Payments rejected due to insufficient funds, disputed by your credit company, returned to us by the drawer's bank, or returned due to a stop-payment order are subject to a \$30 non-refundable fee. We reserve the right to cancel reservations for any participant who does not meet his or her contractually obligated payment schedule. Any bounced checks are subject to a \$30 non-refundable fee.



Insurance Policy

EXPLORICA'S TRAVEL PROTECTION PLANS

Through Trip Mate, our third-party travel protection plan provider, four out of five Explorica travelers protect their tours with our travel protection plans. Explorica offers two great plans that help protect your educational travel investment.

EXPLORICA'S TRAVEL PROTECTION PLAN

Our standard travel protection plan covers you for the following events:

- ›A traveler's injury, sickness, or death of a family member
- ›Theft of passport or visas
- ›Flight cancellations due to strike or bad weather
- ›Loss of luggage and personal effects
- ›Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury or death
- ›Trip cancellation or trip interruption due to terrorist acts, as defined

EXPLORICA'S TRAVEL PROTECTION PLAN PLUS

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit. With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:

- 1) Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and
- 2) You cancel your trip thirty (30) days or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained-for travel arrangements due to cessation of operations for any reason.

The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by United States Fire Insurance Company and must be purchased within 14 days of your initial payment for your trip.



Insurance Policy Cont.

TRAVEL PROTECTION PLAN BENEFITS

The following benefits apply to both of Explorica's high-quality Travel Protection Plans:

TRIP INTERRUPTION

If you have to interrupt your Explorica trip after departure due to a covered injury, sickness, or death (your own or that of a traveling companion or a family member) or for other covered reasons such as: cancellation of arrangements by an airline due to strike or bad weather; a documented theft of passports or visas; or a terrorist incident which occurs in a city which is listed on the itinerary of your trip and within 30 days prior to your scheduled departure date for your trip, as defined, you will be reimbursed up to the trip cost for the unused, non-refundable land or water arrangements and the additional transport charges paid to return home or to rejoin your trip (limited to economy one-way airfare, or first class if your original tickets were first class).

TRAVEL DELAY

Reimburses up to \$100 per day (maximum of \$500) for reasonable accommodation and traveling expenses until travel becomes possible if you are delayed for 12 hours or more due to a covered reason such as a common carrier delay; injury, sickness, or death of you or your traveling companion; quarantine; loss of passport, travel documents, or money; or natural disaster.

MEDICAL EXPENSE/EMERGENCY ASSISTANCE

Provides reimbursement up to \$25,000 for reasonable and customary medical expenses incurred while on your trip; emergency dental treatment received during your trip, up to \$750; the costs for emergency transport to home or an appropriate hospital, including escort expense (both, if deemed necessary by the attending physician), for a covered injury or sickness which occurs while on your trip; or the cost of homeward carriage if deceased, up to \$50,000.



Insurance Policy Cont.

BAGGAGE & PERSONAL EFFECTS

Coverage up to \$2,000 for direct physical loss or damage to your baggage, passports, or visas while on your trip. A \$600 maximum limit applies to jewelry, gems, watches, cameras and camera equipment, and furs; a \$300 per article limit applies to all other items. If, while on your trip, your baggage is delayed for more than 24 hours, we will reimburse you up to \$100 for the purchase of necessary additional clothing and personal articles.

PRE-EXISTING CONDITIONS WAIVER

The plan exclusion for pre-existing conditions is waived if you purchase the plan within 14 days of your initial deposit/payment for your trip.

A "Certificate of Coverage" which provides complete details of the plan, including conditions, exclusions, and limitations, is available to you on our website under the Travel Protection Plan or is available to you at any time by request.

The Explorica Travel Protection Plan benefits are administered by: Trip Mate, Inc. (In CA, dba Trip Mate Insurance Agency), 9225 Ward Parkway, Suite 200, Kansas City, Missouri 64114; tel. 1.800.888.7292.

The Explorica Travel Protection Plan is underwritten by United States Fire Insurance Company, Morristown, NJ.

The cost for Explorica's Travel Protection Plan is \$12 per day of your tour, maximum \$180. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.

The cost for Explorica's Travel Protection Plan Plus is \$18 per day of your tour, maximum \$270. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.



Positive Feedback

After every tour Explorica asks our Group Leaders to create an evaluation to judge our overall pre tour, during tour, and post tour performance as a company. Everything is judged and it is a great way to provide feedback for us to improve as a company. Often times we are given such positive feedback that we want to share it with potential Explorica group leaders.

Linda L., English & German Teacher, Bowdoin, ME

My students had the time of their lives on this trip. Our Tour Director was so knowledgeable and incredible that Berlin, Prague and Munich just came alive during these ten days. What an experience!!!

Michelle D., Coburg, ON

Well-organized, educational and safe travel—I couldn't ask for more! I have students knocking on my door the first day back asking "where is the trip next year?".

Joe H., Spanish Teacher, Chandler, AZ

I LOVE teaching, but I LOVE traveling more! What better experience can we bring to the lives of our students than actually living in the countries we study about?!

Kathleen W., French Teacher, Higganum, CT

A wonderful experience for the students, especially hitting Carnivale in Venice. Our Tour Director enlivened the whole trip with his wit, charm and depth of knowledge.



Tour Specifics

TOUR ITINERARY:

Day 1 Hola San José

› Meet your Tour Director and check into hotel

Day 2 San José—Santos

› Travel to Santos
› Volunteer activities
› Canopy tour

Day 3 Santos Day of Service

› Bio Coffee Adventure
› Volunteer activities

Day 4 Santos--Coastal Puntarenas

› Travel to Coastal Puntarenas by 4x4

Day 5 Manuel Antonio Excursion

› Manuel Antonio National Park guided visit

Day 6 Coastal Puntarenas--Arenal

› Travel to Arenal
› Kayaking tour on Lake Arenal
› Hot Springs visit

Day 7 Arenal--San José

› Travel to San José
› Poás Volcano

Day 8 Start Extension in San José

› Guided River Rafting Excursion

Day 9 End Tour

TOUR INVESTMENT:

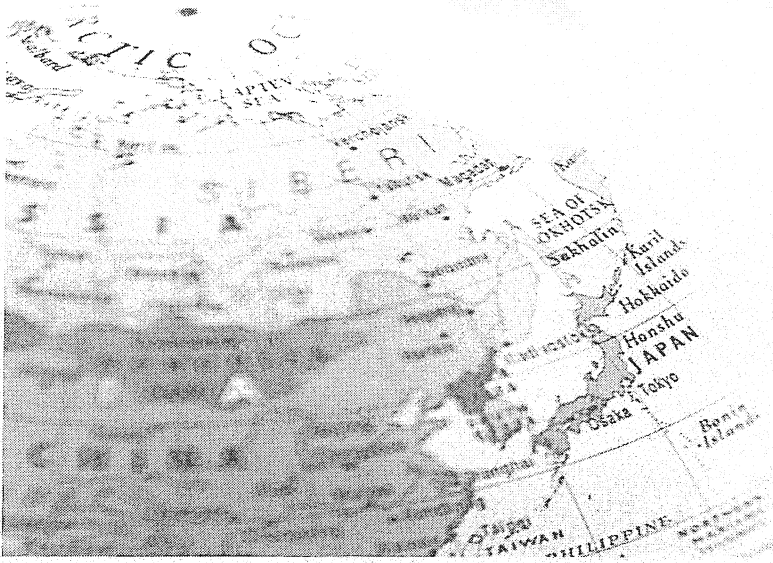
Travelers under 23 years \$2,349.00*

Travelers 23 and above \$2,759.00*

*Sign up by 2/28/15 and use voucher code 2016EarlyBird at enrollment to receive this discounted price!

INCLUDED:

Round-trip airfare, all transportation, sightseeing tours and site visits, all hotels with private bathroom, breakfast, lunch and dinner daily, full-time multi-lingual tour director, on-tour tipping



Supporting Documents

This School Board Packet should be submitted with the following supporting documents:

- ›Official Price Quote
- ›Student Application
- ›Student/Parent Agreement & Release Form
- ›Explorica's Terms & Conditions

SHS International Travel Guidelines

BOE Policy (6000 series)

<http://www.southingtonschools.org/page.cfm?p=8110>

(pg. 66/142)

Foreign Exchange Programs 6145.9

☒ Procedures for Foreign Exchange Programs R-6145.9

(pg. 75/142)

Field Trips 6153

☒ Field Trip Procedures R-6153 (1)

☒ Procedures for Field Trips Abroad R-6153 (2)

Chaperones:

BOE Policy: Field Trips 6153 (pg. 81/142)

BOE Policy: Field Trips R-6153 (2) (pg. 87/142)

➤ Who?

- Southington Board of Education Employees – vetted by nature of their employment
- Staff directly involved with the students
 - Teachers in school in related subjects
 - Staff involved with clubs and/or connections related to the trip focus
- Foreign Travel Ratio: 8:1 **BOE Policy: Field Trips R-6153 (2) (pg. 87/142)**
 - Explorica (trip company) 6:1 = 1 free chaperone
- Male and Female – reflective of the makeup of the students travelling

➤ What?

- Planning and organization of the trip
 - Presentation at building level and permission of principal
- All applications for Foreign Field Trips must be submitted for approval by the Board of Education at least six (6) months prior to the proposed date of the field trip. **BOE Policy: Field Trips R-6153 (2) (pg. 88/142)**
- Completion of Foreign Field Trip Forms
 - Application for Foreign Field Trip Form (R-6153) – To Assistant Superintendent & eventually BOE presentation for approval
 - Checklist Form **BOE Policy: Field Trips R-6153 (2) (pg. 89/142)**
 - Organization of trip details
 - Development of the itinerary
 - With hosts, travel agency, or tour company
 - Arrangement of transportation details (domestic & international)
 - With hosts, travel agency, or tour company
 - Arrangement of lodging details (students & chaperones)
 - With hosts, travel agency, or tour company
 - Management of student documents (passports, ID's)
 - Development of contact lists for school & parents
 - Copies of: medical forms, emergency contacts, passport, etc.
 - Organization of packing guidelines for travelers as well as recommended funds to bring along and the manner for doing so (currency exchange, money cards, etc.)
 - Parent/Guardian Permission Form (2 pages) **BOE Policy: Field Trips R-6153 (2) (pg. 90/142)**
 - Foreign Field Trip Evaluation Form **BOE Policy: Field Trips R-6153 (2) (pg. 92/142)**
 - To be completed and given to the principal no later than 2 weeks after return from the trip
- Budget

BOE Policy: Field Trips R-6153 (2) (pg. 87/142)

- Establishing and communicating trip costs
- Accurately managing and accounting of all trip related costs
 - Establishing a trip specific account with SHS book keeper
 - Establishment of accounting worksheet
- Liaison with tour company or international hosts
- Marketing of the trip
 - Flyers at the school
 - Talking with various classes/clubs
- Identify participating students
 - Applications & interviews – SHS documents
- Parent & student information meetings
 - Information & detailed planning as trip gets closer
 - Pre-trip activities are recommended to help establish rapport and comradery within the group
- Responsible for well-being and safety of students
 - Prior to departure, a “Needs to Know” packet will be left with the building principal and one additional designee including: emergency contact information, trip itinerary, list of all travelers within the group, copies of appropriate documents (passports, medical forms, etc.)
 - All chaperones will also have a copy of the “Needs to Know” packet throughout the trip
 - Ensure that all students follow Southington Board of Education policies and rules (reviewed during informational meetings)
 - Consider AAA presentation for safe International Travel for parents/students (free service)
 - Establishment of in-country communication system (Vonage, WhatsApp, Messaging, etc.)
 - Plan for supervision throughout trip (airports, hotel, excursions, etc.)
 - Daily supervision (direct or planned) during activities
 - Night & morning checks
 - Administration of medicine (as needed) **BOE Policy: Field Trips 6153 (pg. 79/142)**

➤ **Funding:**

- When using a travel company, no benefits or points are to be used personally by chaperones
 - Must be used to reduce overall cost of the trip
- Other adult non-chaperones pay the student or pre-determined adult traveler trip price and are not required to perform any chaperone duties or responsibilities
- *Fundraising*
 - Trip specific fundraising plans must be written down and clearly articulated to fellow chaperones, parents, and travelers. This must be available for review by administration at any time
 - Plans must account for whole group and individual fundraising and how credits will be applied
 - All monies raised during fundraising activities must be accounted for in the trip specific account/worksheet and handled according to board and school policy
- Itemized bills
 - Any non-student or identified chaperone traveling with the students must keep separate accounting (receipts) for any non-trip inclusive events
 - Additional lodging, travel, meal expenses, etc
- Records of trip expenses
 - Student contributions towards trip cost
 - If travel company – this is managed by the company with reminders by chaperones accordingly if needed
 - If not using a travel company – all monies collected, logged, and handed into SHS book keeper
- Trip insurance: Highly recommended
 - Can be done privately (ex. <https://www.geobluetravelinsurance.com>)
 - If traveling with tour company, likely directly available

Southington Public Schools
Southington, Connecticut

Application for Foreign Field Trip

Submit to Assistant Superintendent

Date: _____

_____ School _____ Class/Group _____ Date of Trip _____

Destination _____

Please attach a complete itinerary to this application

Reasons for Field Trip _____

Departure Date/Time _____ Return Date/Time _____

of Students _____ # of Teacher/Chaperones _____

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.

Nurse's Signature _____ Date _____

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-moth prior to the scheduled trip.

COST AND FINANCING

Source of Funds

TOTAL Anticipated Cost of Trip

Board of Education Contribution \$ _____

Other \$ _____

Fundraising Activity (\$ _____) _____

BALANCE \$ _____

Student Contribution

Transportation \$ _____ Students @ \$ _____

Entrance Fees, Room & Board \$ _____ Students @ \$ _____

TOTAL Cost of Trip to Each Student \$ _____

SIGNATURES

Teacher _____ Date _____

Dept. Head _____ Date _____

Principal _____ Date _____

Comments _____

Assistant Superintendent _____ Date _____ Approved
Not Approved

Board of Education Approval*** YES NO Date _____

****Approval of all school-sponsored foreign field trips will be conditional and may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of the trip in the interest of the safety of the students and staff of the Southington Public Schools. The Board of Education will not be responsible for any financial obligations incurred as a result of the planning of the school-sponsored foreign field trips or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the school-sponsored foreign field trips. The district will make every effort to secure financial assistance for those students whose families have demonstrated financial hardship and are unable to afford the cost of the program.*

The Board of Education will not be responsible for any student who participates in a travel study program that the Board of Education has not specifically approved.

**SOUTHINGTON PUBLIC SCHOOLS
SOUTHINGTON, CONNECTICUT**

FOREIGN FIELD TRIP CHECKLIST

The following activities are to be completed by the organizer of the foreign field trip. Items should be checked off as they are completed. The checklist, along with requested materials, is to be submitted to the building principal at least three (3) days prior to departing.

- Arrangements made for bus and air transportation are confirmed prior to departure
- Activities, times and other details verified with the travel company.
- Chaperone responsibilities reviewed with chaperones
- Written parental/guardian permission received from all students
- All students and chaperones verified to have necessary passports and visas.
- Photocopies of participants' passports and visas received from all participants
- Chaperones notified by the school nurse of any student health problems of which they should be aware
- Signed medical release forms, information about prescription drugs, and/or other important medical data have been obtained from parents/guardians
- A parent/guardian notification procedure has been established in case of emergencies and to provide notification of return times
- A pre-trip orientation meeting held with students, parents/guardian and chaperones to review the itinerary, costs, responsibilities, regulations and appropriate details of the trip and to answer any questions about the trip
- A copy of the itinerary, name and phone (or cell phone) number of the Tour Company and organizer, and phone numbers of places on the itinerary have been given to the building principal before departure.
- Copies of parent/guardian permission forms have been submitted to the building principal.

Submitted by:

Field Trip Coordinator

Date

**SOUTHINGTON PUBLIC SCHOOLS
SOUTHINGTON, CONNECTICUT**

**FOREIGN FIELD TRIP
PARENT/GUARDIAN PERMISSION FORM**

I hereby give permission for the student listed below to participate in the foreign field trip to _____, including any related tours or activities (see attached). I understand that this trip has been approved by the Southington Board of Education and agree that the student will abide by the regulations of the school relative to foreign field trips.

In the event the student violates those regulations, the chaperones may contact me and have the right to send the student home via available commercial transportation, of which I will assume any additional costs. I also agree to release the Southington Public Schools, the trip chaperones, and the travel agency from any responsibility for injuries/illnesses incurred by the student while on the trip.

Should a medical emergency arise on the trip, I hereby give my permission for the organizer to make medical decisions on my child's behalf and receive appropriate medical treatment.

I understand that attempts will be made to notify me immediately of any medical emergencies.



MEDICAL INFORMATION:

Medical problems of which the chaperones should be aware: _____

Prescription drugs to be taken: _____

Student's Name

Parent's/Guardian's Signature

Date

Foreign Field Trip
Parent/Guardian Permission Form

INSURANCE COVERAGE

The student is covered by:

Insurance Company Name

Member's Name

Membership Number

EMERGENCY CONTACT INFORMATION

Where parent/guardian can be reached in case of emergency and a person to contact if parent/guardian cannot be reached:

Parent/Guardian:

Name

Relationship

Home Address

Business Address

Home Phone

Business Phone

Cell Phone

Other Contact:

Name

Relationship

Home Address

Business Address

Home Phone

Business Phone

Cell Phone

**Southington Public Schools
Southington, Connecticut**

FOREIGN FIELD TRIP EVALUATION

One copy should be retained and one copy submitted to the building principal no later than two (2) weeks after returning from the trip.

The purpose of this evaluation is to:

1. Evaluate whether the goals and objectives of the trip were met.
2. Assist the organizer in planning future trips.

Please answer the following questions:

1. How did this field trip meet your stated objectives?
2. How did the learning activities unique to this trip amplify and reinforce the classroom experience?
3. What were the students' perceptions of this trip based upon the student surveys?
4. Did your travel company provide you with the best possible service (choice of hotel, transportation, meals, guides, etc.)? If not, list your recommendations for the future.
5. If you were to take this trip again, what would you change?

Submitted by:

Field Trip Coordinator

Date