

Southington Board of Education Meeting

Thursday, August 18, 2016 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to discuss SAA Negotiations and Unaffiliated Salaries/Benefits
3. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ June 23, 2016
 - a. Approval of Special Meeting Minutes ~ July 21, 2016
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
7. Superintendent's Report
 - a. Personnel Report
8. Committee Reports
 - a. Policy and Personnel Committee Meeting ~ August 15, 2016
 - b. Finance Committee Meeting ~ August 16, 2016
 1. Transfer of Funds
 2. Family Resource Center
 3. Health Care Reform
9. Old Business
 - a. Town Government Communications
 - b. Construction Update
 1. Plantsville School Project Close-out
 - c. Teacher Evaluation Update
 - d. Administrator Evaluation Update
10. New Business
 - a. Superintendent's Annual Report ~ 2015-2016
 - b. Opening of School Dates ~ 2016-2017
 - c. Class Size Report
 - d. Job Description Approvals
 - e. Policy #5113, Attendance, Excused Absences, and Truancy ~ First Reading
11. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT
REGULAR MEETING
JUNE 23, 2016**

The regular meeting of the Southington Board of Education was held on Thursday, June 23, 2016 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 6:35 p.m.

Board members present: Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Terry Lombardi, Mr. Zaya Oshana, and Mrs. Patricia Queen. Board members absent: Mr. Robert Brown, Mrs. Terri Carmody.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; and Mr. Steven Madancy, Assistant Superintendent for Curriculum and Instruction.

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Legal Matter and Unaffiliated Employees, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

2. EXECUTIVE SESSION TO DISCUSS LEGAL MATTERS AND UNAFFILIATED EMPLOYEES

Mr. Goralski declared Executive Session recess at 7:42 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:50 p.m. by Mr. Goralski, Chairperson.

Board members present: Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. Derynoski, Mrs. Terry Lombardi, Mr. Zaya Oshana, and Mrs. Patricia Queen. Board members absent: Mr. Robert Brown and Mrs. Terri Carmody.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent for Curriculum and Instruction; Mrs. Sherri DiNello, Director of Business and Finance; and Mr. Peter Romano, Director of Operations. Administrator absent: Ms. Margaret Walsh, Director of Special Services.

4. PLEDGE OF ALLEGIANCE

5. APPROVAL OF MINUTES ~ June 9, 2016

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

“Move to approve the regular Board of Education minutes of June 9, 2016, as submitted.”

Motion carried by voice vote; six Board Members in favor and one Board Member abstained.

6. COMMUNICATIONS

a. Communications from Audience

The following audience members addressed the Board of Education regarding the nonrenewal of the Hartford Healthcare contract for Occupational Therapists and Physical Therapists:

1. Katrina Toce, 114 LePage Drive - Parent
2. Christopher Kelly, 18 Franklin Street – Parent
3. Kelly Judge, 38 Clover Meadow Court – Parent
4. Susan Spatafore, 11 Walkley Drive – Hartford Healthcare Employee

Three parents who were part of the audience spoke of their concerns of not renewing the contracted OT/PT services with the Hartford Healthcare Rehab Network and the school district hiring OT/PT employees to provide these services. A common concern amongst the group is the one-month transition time that is anticipated for the newly hired employees to work with the current contracted workers from Hartford Healthcare. The parents requested that the administration keeps open communication with the families and understand the importance of an effective transition plan. Other concerns mentioned were the number of employees they were looking to hire, the experience of new employees, the cost of the equipment that will be required to meet the needs of the students, and if the Board of Education has considered all costs associated with insourcing. They requested that the administration and the Board of Education consider having a meeting with parents who are affected by this change so they can share their concerns and have a two-sided dialogue.

Ms. Susan Spatafore, Occupational Therapist Supervisor currently working in the district, shared that she appreciated having the opportunity to serve in Southington. She stated that it has been a privilege to be part of the Southington Public Schools and believes that they have gone above-and-beyond to support the employees and students. She stated that it was important for her to take the opportunity to approach the administration and the Board of Education to express her thanks and gratitude.

Mr. Goralski stated that all concerns and questions should be directed to Mr. Connellan, Superintendent of Schools, and Ms. Walsh, Director of Pupil Services.

b. Communication from Board Members

Southington Board of Education Minutes ~ June 23, 2016

- Mr. Goralski stated that there is a Special Board of Education meeting on Monday, June 27, 2016. Five Board Members are planning on attending. Additional Members interested in attending should notify Mr. Goralski.
- Mr. Goralski plans on canceling the July meeting and he will ask Mrs. Albaitis to poll the Board regarding the August meeting. That meeting is scheduled for August 11, 2016; however, they may need to move the date to August 18, 2016.

c. Communication from Administration

1. Certified Staff Evaluations: Mr. Connellan reported that all certified staff evaluations are complete.
2. District Hiring Status - update: The district is in a great place with hiring. The majority of the existing positions are filled.
3. Instructional Technology Coordinator - update: Mr. Madancy announced that they hired Rebecca Savelkoul who currently lives in North Dakota and is moving to Connecticut this summer. She is working in the same role in a district twice the size of Southington and she was the clear choice for the committee. When she arrives in Connecticut, Mr. Madancy will coordinate her being introduced at a Board of Education meeting.
4. Mrs. DiNello was excited and proud to announce that Ms. Deborah Stevens, Southington Paraeducator of the Year, was selected to move forward as a semi-finalist for the Connecticut Paraeducator of the Year.

7. COMMITTEE REPORTS

a. Finance Committee Meeting ~ June 14, 2016

Mrs. Clark reported that the Finance Committee met on June 14 and they reviewed the self-insurance report, a bid award, as well as the purchase plan for the end-of-year balance. While they aren't sure of the amount of funds that will be available, the committee approved the request from the administration allowing them to use any end-of-year funds toward the purchase of new textbooks or supplies and furniture for a possible new kindergarten classroom.

1. Bid Award - #2017-BID-08 ~ Toilet Tissue, Rolled Hand Towels, Foam Hand Soap

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

“Move to award Bid#2017-BID-08 for Toilet Tissue, Rolled Hand Towels, and Foam Hand Soap as recommended by the Finance Committee.”

Motion carried by voice vote.

2. 2015-2016 Purchase Plan

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

“Move to approve the 2015-2016 Purchase Plan as recommended by the Finance Committee.”

Motion carried by voice vote.

8. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reported that he communicated with the full Board following the two special meetings he attended that week. The end result wasn't what they were hoping for and they are frustrated that the budget is still not resolved at the state level. Mr. Goralski believes that the state delegation is doing their best; however, by not having resolution, this did affect the district.

b. Construction Update

Mr. Romano reported that work has moving forward with high school atrium project and they are on schedule.

Mr. Goralski stated that there was another glycol mishap at Kennedy Middle School. He spoke with the contractor and they are taking care of the issues. There was a flaw with the fittings that were used for the project and they are currently repairing the problem. This repair is under warranty.

11. NEW BUSINESS

a. Reallocation/Adoption of 2016-2017 Operating Budget

Mr. Connellan stated that since the initial reduction, they have been working on finding solutions with the least impact in the classroom and allowing the district with the greatest amount of flexibility moving forward. They are confident that the document presented is the best solution.

Mrs. DiNello reviewed the reallocation plan for the 2016-2017 Operating Budget. The district is currently sitting with a 2.95% increase, leaving the Board with a reallocation amount of \$592,820. Mrs. DiNello reviewed each line item presented in the attached document (*Attachment A*).

There were some questions about the personnel positions. Mrs. DiNello explained that based on this reallocation plan, they have the FTEs set-aside so the administration can move forward in hiring staff as the enrollment changes throughout the summer. While hiring updates are normally brought to the Board for approval in August, this plan will not require the approval at the August meeting; therefore, changing the date of the August Board of Education meeting to August 18 will not affect the hiring of new staff.

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

“Move to adopt the 2016-2017 Operating Budget with the recommended adjustments as presented.”

There was additional discussion about what the administration would view as priority items to return to the budget if funds were available. Mr. Connellan explained that the first

Southington Board of Education Minutes ~ June 23, 2016

priority is personnel and class sizes, and then the administration would revisit the list and develop a plan. Everything on the list is important.

They Board questioned what the administration recommends in reference to the feasibility study. Mr. Connellan stated that they will need an in-depth enrollment study by an independent company. He believes that with the dollars they have budgeted, they can get the in-depth enrollment study that they need.

ROLL CALL VOTE: YES – Mrs. Clark, Mr. Derynoski, Mrs. Lombardi, Mrs. Champagne, Mr. Oshana, Mrs. Queen, Mr. Goralski. **Motion carried unanimously.**

b. Draft Policy #3524.1, Pesticide Application ~ Second Reading

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

“Move that the Board of Education approve the adoption of policy #3524.1, Pesticide Application, as recommend by the Policy and Personnel Committee.”

Motion carried by voice vote.

c. Draft Policy #5113, Attendance and Excuses ~ Second Reading

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

“Move that the Board of Education approve the revised policy #5113, Attendance and Excuses, as recommended by the Policy and Personnel Committee.”

Motion carried by voice vote.

d. Compensation for Unaffiliated Employees for 2016-2017

Mr. Goralski stated that Compensation for Unaffiliated Employees would be discussed when they resume in executive session. He moved to agenda item 9 e., Year End Report on 2015-2016 Superintendent’s Goals.

e. Year End Report on 2015-2016 Superintendent’s Goals

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

“Move that the Board of Education accept the Superintendent’s 2015-2016 End of the Year Goals as presented.”

The Board recognized the work of the Superintendent and highlighted many of the accomplishments. It was stated that Mr. Connellan’s goals were ambitious and the Board requested that more information be presented at future Board of Education meetings. Items of interest include Personalized Learning, Mastery Based Learning, SchoolNet, and the District Technology Plan. Mr. Connellan will include curriculum updates at future meetings.

Motion carried unanimously by voice vote.

The Board reconvened to executive session at 9:00 p.m.

d. Compensation for Unaffiliated Employees for 2016-2017

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

“Move to approve non-union salaries and wages on the grid as presented by the administration.” (Attachment B)

Motion carried unanimously by voice vote.

f. Evaluation of Superintendent of Schools 2015-2016 and Compensation 2016-2017 (After Executive Session)

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

“Move to extend the Superintendent’s contract through June 30, 2019 with a salary commencing July 1, 2016 of \$191,000 and the Board’s contribution to his TSA increasing by \$1,000.”

Motion carried unanimously by voice vote.

Mr. Goralski stated that the Board has completed the Superintendent’s evaluation and he will prepare a press release (Attachment C).

12. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 11:00 p.m.

Respectfully submitted,

Michelle Passamano

Recording Secretary

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**Southington Public Schools
Operational Budget Recommended Adjustments
2016-2017**

BOE Operational Budget Request 2016-2017	92,901,729	3.61%
BOF Approved Operational Budget	92,651,729	3.33%
Town Council Approved Operation Budget (May 9, 2016)	91,782,992	2.36%
Appropriation (added June 22, 2016)	525,917	
Approved BOE Operational Budget	92,308,909	2.95%
Reductions Needed	592,820	

SALARIES

11300 New Personnel

SHS-Teachers FTE 2	0	} Available to reallocate back to elementary based on class size.
JAD-Teacher Technology Integration Specialist FTE .5	0	
JFK-Teacher Technology Integration Specialist FTE .5	0	
Teacher-Library Media FTE 1	0	
PES-Literacy Specialist FTE .5	(24,300)	
System wide Literacy Coach FTE .5	(48,684)	
System wide Math Specialist FTE 1	(48,600)	
System wide TESOL Certified Teacher FTE .4	(19,440)	
11300 Teacher salaries- Teacher Leader position vacant	(48,600)	} Will not fill until Elementary Class Sizes determined.
11300 Teacher salaries – (Turnover \$36,767*3)	(110,301)	
12150 Retirement Compensation-Accumulated sick payout	61,960	
12510 Athletic Trainer Services	(17,100)	

BENEFITS

20410 Unemployment Compensation	(15,000)
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PURCHASED SERVICES

32120 Electricity	(55,000)
32135 Contracted Custodial	(15,760)
CEN Internet connection (State funding eliminated)	14,772

SUPPLIES

41650 Gas Heat (Titan Energy projections received and reduction forecasted from their review)	(40,000)
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EQUIPMENT

54100 Kelley School-Chrome Books (pay from approved Technology grant)	(6,687)
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SPECIAL EDUCATION

New Personnel ~ Teacher salaries – add K-2 teacher	48,600
83370 Out of Town Tuition	(66,500)

**Southington Public Schools
Operational Budget Recommended Adjustments
2016-2017**

74000	MAJOR PROJECTS & EQUIPMENT		
	Smartboard Packages (pay from approved Technology grant)	(45,140)	} Fund via tech grant
	System wide Lease for Phone System upgrade	(41,040)	
	Technology Lease (reduced and hold until elementary class sizes are determined)	(47,000)	
	Contracted Painting	(50,000)	
	Feasibility Study	(25,000)	
	TOTAL ADJUSTMENTS	-592,820	
	BUDGET IN BALANCE	0	

Non Union Approved Salary and Wages

POSITIONS ~ CERTIFIED ADMINISTRATORS	2016-17 ~ ADOPTED
ASSISTANT SUPERINTENDENT	\$158,000
DIRECTOR OF PUPIL SERVICES	\$146,100
DIRECTOR OF BUSINESS AND FINANCE	\$142,000
CLASSIFIED ADMINISTRATORS	
OPERATIONS DIRECTOR	\$112,000
TECHNOLOGY DIRECTOR	\$130,875
SUPERVISOR of BLDG & GRDS	\$88,700
ACCOUNTING MANAGER	\$74,700
PERSONNEL MANAGER	\$80,050
OTHER STAFF	
TECHNOLOGY ANALYSTS	\$50,149-\$67,835
(lead tech analyst) stipend	\$2,175
SOFTWARE SPECIALIST	\$28.79
TECHNOLOGY ASSISTANT	\$14.35
AUDIO VISUAL TECHNICIAN	\$55,623
PAYROLL SUPERVISOR	\$30.43
MAINTENANCE FOREMAN	\$72,959
EXECUTIVE ASSISTANTS	
EXECUTIVE ASSISTANT SUPERINTENDENT	\$36.02
EXECUTIVE ASSISTANT ASST. SUPERINTENDENT	\$31.21
EXECUTIVE ASSISTANT DIR BUS & FIN.	\$29.29
PART TIME CERTIFIED STAFF	
SUMMER SCHOOL DIRECTOR	\$6,377
JUMP START DIRECTOR	\$4,646
CONT. EDUCATION DIRECTOR	\$13,218
OTHER STAFF	
BOARD MEETING SECRETARY	
PT. TIME CUSTODIAN	\$14.73-\$15.58
SCHOOL PHYSICIAN	\$ 12,755
MATRONS	\$ 16.58
CROSSING GUARDS	\$17.00 per shift
PART TIME CLERKS	\$15.66-\$19.86
ESY/ JUMPSTART AIDES	\$9.05-\$9.64
ESY/JUMPSTART PARAS (nonunion)	\$11.60-13.83
SUBSTITUTE PARAS	\$ 10.67
SUBSTITUTE CUSTODIANS	\$ 14.40
SUBSTITUTE NURSES	\$ 20.29
SUBSTITUTE SECRETARIES	\$ 12.80
TUTORS- MATH & LITERACY	\$ 20.12
ELL TUTORS	\$15.36-\$21.78
HALL MONITORS DES	\$ 11.10
SUBSTITUTE TEACHERS	\$85-\$100 per day
NON UNION LPN	\$ 22.31
MEETING VIDEOGRAPHER	\$100/Meeting
ABA PROGRAM	
BCBA	\$ 87,029
BCBA Assistant	\$ 62,912
ABA THERAPIST	
FUNDED OUTSIDE OF OPERATING BUDGET	
FOOD SERVICE DIRECTOR	\$ 68,957
SECY/BOOKKEEPER LUNCH	\$ 25.91
FOOD SERVICE CLERK	\$ 15.35
EARLY CHILDHOOD COLL. - DIRECTOR	\$ 41,208
EARLY CHILDHOOD COLL. - PROGRAM COORD.	\$ 18.72



SOUTHINGTON PUBLIC SCHOOLS

Press Release

For Release:

Brian S. Goralski, Board Chairman
Southington, Connecticut

**SOUTHINGTON BOARD OF EDUCATION
CHAIRMAN'S STATEMENT
REGARDING SUPERINTENDENT OF SCHOOLS
ANNUAL EVALUATION
June 23, 2016**

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

COLLEEN W. CLARK
SECRETARY

ROBERT S. BROWN

JUANITA CHAMPAGNE

DAVID J. DERYNOSKI

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

The Southington Board of Education conducted their annual evaluation of the Superintendent of Schools, Timothy F. Connellan, on Thursday, June 23, 2016. This evaluation was based on Mr. Connellan's performance in the district from July 1, 2015 through the close of the 2015-2016 school year.

During the evaluation process, the Board evaluated Mr. Connellan on the following standards: *Community and Staff Relationships, Educational Programs, Business and Fiscal Management, Physical Plant Management, Personnel, Educational Leadership, Management Ability and Communication Skills.*

The Southington Board of Education determined that Mr. Connellan met, or exceeded, expectations in all standards. The Board recognizes and values Mr. Connellan's leadership in all areas of his work and that he has accomplished the yearly goals set forth for the 2015-2016 school year.

Mr. Brian S. Goralski, Board Chairperson stated, *"Mr. Connellan has been leading the district in the direction he promised at the start of his tenure as our Superintendent. The Board appreciates Mr. Connellan's intelligent, knowledgeable and thorough approach to the work of overseeing and leading the Southington Public Schools with a focus that is always student centered. The Board looks forward to continuing our work with Mr. Connellan."*

Respectfully,

Brian S. Goralski
Southington Board of Education, Chairman

Attachment: 2015-2016 Superintendent's Goals

200 NORTH MAIN ST.
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

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Summary of Board Meeting 7.21.16

July 25, 2016

Board Members present:

Robert Brown
Terri C. Carmody
Juanita Champagne
Colleen W. Clark
Brian S. Goralski

Approximately 1:20 p.m.

Meeting called to order.

Motion to go into executive session made by B. Goralski, seconded by T.Carmody.
Approved 5 - 0.

Moved that the Board enter executive session to discuss a confidential student matter.

The Board invited the following individuals (in addition to Board members and its counsel, Jessica Ritter) into the executive session:

Timothy Connellan, Superintendent
Brian Stranieri, Principal
Richard Aroian, Assistant Principal
Elissa Bartlett, Attorney for the Administration
Scott Burkell, Teacher
Officer McKenzie
M.Grey, school employee

Approximately 2:10 p.m.

Everyone excused for Board deliberations,
except for Board counsel, Jessica Ritter.

Approximately 2:25 p.m.

Meeting resumes. All meeting participants
return.

T.Carmody makes the following motion in open session:

The Southington Board of Education finds, based on the evidence in the record, that the student who is the subject of this hearing did on or about May 31, 2016 bite and hit another student during a physical altercation; assault 3 staff members, including biting and kicking one staff member; threatened to kill another student; grabbed the shirt of the SRO after he placed her under arrest and exhibited extremely aggressive behavior towards said

SRO. As a result of the above findings, the Southington Board of Education concludes that the student who is the subject of this hearing did commit an expellable offense.

Approximately 2:30 Board re-convenes into executive session to enter executive session to discuss a confidential student matter. (Same attendees from above return).

Approximately 2:45 p.m. Everyone excused for Board deliberations, except for Board counsel, Jessica Ritter.

Approximately 2:55 p.m. Meeting resumes. All meeting participants return.

The Board further moved:

The student who is the subject of this hearing shall be expelled from the Southington Public Schools for one calendar year from the date of the incident, specifically through May 30, 2017, and that the student be provided an alternative educational program to be determined by the administration. During the period of the expulsion the student who is the subject of this hearing shall not be allowed to enter any school property and/or participate in any school sponsored events and activities. The Board of Education strongly encourages the student to seek counseling services.

Seconded by B. Goralski.

Approved 5-0.

B. Goralski moved to adjourn the meeting, seconded by T. Carmody . Motion approved 5 - 0.

Board of Education

Administrative Report

August 18, 2016



- 1. Staffing update**
- 2. Grants updates**
- 3. Opening of School dates and events**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 18, 2016

Decision Requested X Agenda Code 7. 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 2015 – 2016 and 2016-2017.

Background: The attached report lists personnel activity from June 1, 2016 through July 29, 2016.

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.

Kimberly D. Neent

Signature of Staff Member Submitting Report

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – August 2016

PERSONNEL ACTIVITY REPORT

FOR: August 2016

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Goralski, Catharine	Special Ed Coordinator	SPS		July 1, 2016	6 th Yr	Central CT State University	\$123,283.00
Anthony, Jessica	Guidance Counselor	SHS		August 29, 2016	6 th Yr	St. Joseph College	\$54,350.00
Fuller, Diana	School Psychologist	SPS		August 29, 2016	6 th Yr	Worcester State University	\$53,300.00
Latour, Rebecca	Science Teacher	JFK		August 29, 2016	MA	University of St. Joseph	\$48,600.00
Sullivan, Audra	Interim Spanish Teacher	SHS		August 29, 2016	BA	Lake Forest College	\$49,280.00
Courtemanche, Kyle	Mathematics Teacher	SHS	.80	August 29, 2016	BA	Eastern CT State College	\$45,900.00 prorated
Stanton, Jennifer	English/Lang Arts Teacher	JAD		August 29, 2016	BA	Albertus Magnus College	\$45,900.00
Krupinski, Melanie	Grade 2 Teacher	TES		August 29, 2016	BA	Sacred Heart University	\$45,100.00
Verderame, Kayla	Grade 3 Teacher	HES		August 29, 2016	BA	Central CT State University	\$45,100.00
Rogalski, Kaitlyn	Grade 1 Teacher	TES		August 29, 2016	MA	Quinnipiac University	\$48,600.00
Savelkoul, Rebecca	Instructional Technology Coordinator and 4C Project Leader	SPS		August 29, 2016	6 th Yr	Valley City State University	\$72,000.00
Neff, Lisa	Special Education Teacher	DES		August 29, 2016	MA	University of St. Joseph	\$49,500.00
Ledversis, Sue	Grade 4 Teacher	TES		August 29, 2016	MA	University of Bridgeport	\$49,500.00
Smith, Samantha	Elementary Counselor Project Director of the Mental Health Counseling Grant	S.End S.End	.70 .30	August 29, 2016	MA	Central CT State University	\$49,500.00
Yuille, Emily	Grade 7/8 Math Teacher	JAD		August 29, 2016	MA	Quinnipiac University	\$51,800.00
Spatafore, Susan	Occupational Therapist	SPS		August 29, 2016	BA	Quinnipiac University	\$75,000.00
Casey, Maureen	Occupational Therapist	SPS		August 29, 2016	MA	Springfield College	\$60,000.00
Connelly, Bethanie	Lead Therapist	SPS		August 29, 2016	MA	Springfield College	\$81,000.00
Martin, Megan	Spanish Teacher	SHS		August 29, 2016	MA	University of CT	\$49,500.00
Chiero, Nancy	Special Education Teacher	SHS	.20	August 29, 2016	6 th Yr	Southern CT State University	\$90,777.00 prorated

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
DeGumbia, Monica	Elementary/Middle School Secretary, Class II	DES	35.00	August 17, 2016	\$22.43
Peters, Michele	Principal's Secretary, Elementary/Middle School, Class I	Strong	35.00	August 17, 2016	\$23.29
Hooks, Bethann	Part-Time Nurse	JAD	15.00	August 30, 2016	\$22.31
Taylor, Carrie	ABA Therapist	Hatton	35.00	August 30, 2016	\$15.36
Fetta, Janice	ABA Therapist	Hatton	17.00	September 1, 2016	Negotiation
Gilmore, Jennifer	ABA Therapist	Hatton	11.00	September 1, 2016	Negotiation
Tremaglio, Gina	ELL Tutor	District	16.00	September 1, 2016	\$15.36
Paradis, Carol	High School Secretary, Class II	SHS	37.50	September 1, 2016	\$22.43

ASSIGNMENT CHANGES

Certified

Name	Current Assignment	School	New Assignment	School	Reason	Effective Date
Grodzicki, Jenna	.60 FTE Library Media Specialist	Thalberg	.70 FTE Library Media Specialist .20 FTE Library Media Specialist .10 FTE Library Media Specialist	Thalberg Kelley Flanders	Enrollment	August 29, 2016
Foresman, Alicen	.60 FTE World Language Teacher	SHS	.80 FTE World Language Teacher	SHS	Enrollment	August 29, 2016
Ruotolo, Ashley	Grade 4 Teacher	Flanders	Grade 2 Teacher	South End	Enrollment	August 29, 2016
Plourde, Jaclyn	Grade 1 Teacher	DES	Grade 4 Teacher	South End	Enrollment	August 29, 2016
Pagano, Kaitlin	Grade 5 Teacher	DES	Grade 1 Teacher	Thalberg	Enrollment	August 29, 2016
Brulotte, Reginald	.80 FTE World Language Teacher	SHS	1.00 FTE World Language Teacher	SHS	Enrollment	August 29, 2016
Ringstad, Renate	1.0 FTE World Language Teacher	SHS	.60 FTE World Language Teacher AND .40 FTE Social Studies Teacher	SHS	Assignment Change	August 29, 2016
Lepak, Patricia	.20 FTE Music Teacher	Thalberg	.20 FTE Music Teacher .40 FTE Music Teacher	Thalberg Hatton	Enrollment	August 29, 2016
Ashline, Claudia	PE/Health Teacher	JFK	PE / Health Teacher	SHS	Involuntary	August 29, 2016
Raponey, Ryan	PE/Health Teacher	SHS	PE Teacher	DES	Involuntary	August 29, 2016
Garofalo, Robert	1.00 FTE Elem Math Specialist	SPS	.60 FTE Elem Math Specialist	SPS	Requested	August 29, 2016
Pratte, Jennifer	.50 FTE Special Ed Teacher	Hatton	1.00 FTE Special Ed Teacher	Hatton	Requested	August 29, 2016
Nunes, Joseph	Physical Education Teacher	DES	Health Teacher	JFK	Requested	August 29, 2016
Reilly, Erin	Special Education Teacher	Thalberg	Special Education Teacher	SHS	Requested	August 29, 2016

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Sattar, Iris	World Language Teacher	SHS	July 1, 2016	4 years	No
Christian, Victoria	Vocational Agriculture, Science	SHS	July 30, 2016	5 years	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Kessler, Abigail	Part-Time Special Ed Paraprofessional	Thalberg	June 11, 2016	1 year	No
Bessette, Ericka	Part-Time School Nurse	JAD	June 11, 2016	1 year	No
Krupinski, Melanie	Full-Time Kindergarten Paraprofessional	South End	June 22, 2016	5 years	No
Napoli, Doreen	Clerk	JFK	July 5, 2016	7 months	No
DeGumbia, Monica	Part-Time Special Ed Paraprofessional	South End	July 7, 2016	3 years	No
Paradis, Carol	Full-Time Paraprofessional	SHS	July 11, 2016	22 years	No
Peters, Michele	Clerk	Strong	July 15, 2016	1 year	No

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date

Classified

Name	From Position	From School	To Position	To School	Effective Date
Moleski, Marybeth	Guidance Secretary, Class II	SHS	Production Secretary, Class II	Central Office	June 20, 2016
Angelillo, Diane	Principals Secretary, Elementary & Middle School, Class I	Strong	Guidance Secretary, Class II	SHS	June 27, 2016

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
Reilly, Kathleen	English Teacher	SHS	May 3, 2017	July 30, 2017	Child Rearing

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend

Resignations

Name	From Position	School	Effective Date
Conant, Christopher	Science Teacher, Learning Academy	SHS	June 11, 2016
Hinman, Thomas	Advisor, National Junior Honor Society	JFK	July 26, 2016



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut
Policy and Personnel Committee Meeting
August 15, 2016

Committee chairperson, Mrs. Patricia Queen, called the Policy and Personnel Committee meeting to order at 3:30 p.m.

Committee Members Present: Mrs. Juanita Champagne, Mrs. Colleen Clark, and Mrs. Patricia Queen. Absent: Mr. Zaya Oshana.

Present from the Administration: Mr. Steven Madancy, Assistant Superintendent for Curriculum and Instruction.

Draft Job Descriptions ~ Lead BCBA and BCBA

The administration presented and discussed the rationale for the job descriptions for a Lead BCBA and BCBA. There's an increased need in the district for additional behavioral support and growth of the district ABA program, including multiple therapists. Based on that need, the district has to provide oversight, training, and guidance to the employees within the layers of support that the district provides. Delineating these positions will allow individuals with the required credentials to hold the same position (BCBA), yet delegate oversight responsibilities to the specific individual holding the Lead BCBA position.

Draft Policy #5113, Attendance and Excuses

The administration presented a draft policy that now includes language addressing truancy. Previously, truancy was addressed on its own within Policy 5113.1. This change aligns with the guidance provided by CAFE and is similar to the practice within surrounding districts. The revised policy also addresses chronic absenteeism and habitual truancy, which are requirements that originated out of recent legislative sessions.

Draft Policy #6140, Curriculum

The administration presented a draft of a revised curriculum policy along with corresponding regulations. It was the recommendation of the Personnel and Policy Committee to review the regulations and changes with members of the Curriculum and Instruction Committee and consider a presentation to the full board at a future meeting.

MOTION: By Mrs. Clark, seconded by Mrs. Queen
"Move that the Policy and Personnel Committee meeting be adjourned."

Motion carried unanimously by voice vote.

The meeting was adjourned at 6:50 p.m.

Respectfully Submitted,

Steven G. Madancy
Assistant Superintendent for Curriculum and Instruction

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

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FINANCE COMMITTEE WORKSHOP (Non-meeting)

Tuesday, August 16, 2016, 5:00 p.m.

Hatton Elementary School

50 Spring Lake Road, Southington, CT 06489

Board Members Present: Colleen Clark, Chairperson; Terry Lombardi (Phone Conference Call)
From Administration: Sherri DiNello, Director of Business & Finance; Jennifer Mellitt,
Accounting Manager

The Finance Committee did not have a quorum so there was no meeting. At 5:20 p.m., the administration shared with the committee members in attendance (and on a conference call with Mrs. Lombardi) the following during an informal workshop/discussion.

1. **TRANSFER OF FUNDS:**

Committee members present approved the Transfer of Funds as submitted.

2. **FAMILY RESOURCE CENTER (FRC) – FISCAL AGENT AND FUNDING:**

Mrs. DiNello provided background to the committee members. Mrs. Lombardi had questions regarding responsibility and oversight of the Family Resource Center program if the Board of Education is the fiscal agent. Mrs. DiNello explained the FRC staff has been employees of the Board of Education and evaluated by the Special Education Coordinator and would continue the same evaluation process. Mrs. Lombardi was interested in the program offerings and curriculum information. Mrs. DiNello explained that she could get the requested information from the Assistant Superintendent's office or that the Curriculum Committee could make this an agenda item.

Mrs. DiNello explained that there was a time constraint to get the request for matching funds to the Community Foundation of Greater New Britain (CFGNB); therefore, she hoped the Board of Education could make a decision regarding the fiscal agent and then get more details of the program operations. The committee members present shared their support for the FRC.

3. **HEALTH CARE REFORM:**

Mrs. DiNello explained that there are 13 substitute staff members that worked over 30 hours per week last year; therefore, they need to be offered health insurance this year if they return to work. In consultation with Mr. Joseph Spurgeon from Milliman, the administration recommends offering the teacher medical plan at full cost to the staff members. The law requires medical insurance, not dental, be offered to employees and eligible dependents. The law does not require the insurance offering to the spouse.

The monthly rates for medical and dental:

Single	\$ 675.19
Two-person	\$1,374.16
Family	\$1,827.96

The monthly rates for medical only:

Single	\$ 635.36
Two-person	\$1,271.14
Family	\$1,696.95

The committee discussed options and they plan to share a recommendation to the Board of Education in Executive Session.

4. **YEAR END CLOSEOUT 2015-2016:**

Mrs. DiNello reported that the 2015-2016 school year ended with a \$9,890 balance. We were able to fund the Purchase Plan as presented in June that included new program textbooks and Chromebook carts for the middle schools and high school.

5. **MISCELLANEOUS:**

Mrs. Mellitt informed those present that the snow bid is out and advertised.

The informal meeting ended at 5:45 p.m.

Submitted by:



Sherri P. DiNello
Director of Business & Operations

Southington Public Schools
Southington, Connecticut

2016 - 2017

TRANSFERS OF FUNDS
RECOMMENDED TO FINANCE COMMITTEE
August 16, 2016

SCHOOL	FUND	ACCOUNT	KEY #	DESCRIPTION	AMOUNT TRANSFERRED FROM	AMOUNT TRANSFERRED TO
Central Office	10	32325	1475	District-wide Computer Softwawre	(5,600.00)	
	10	42500	2355	School Based Software		5,600.00
TOTAL					(5,600.00)	5,600.00



SOUTHINGTON PUBLIC SCHOOLS

Jennifer Mellitt
Accounting Manager

MEMO

TO: Finance Committee
DATE: August 3, 2016
RE: Transfer of funds for Computer Software

The Approved Budget for 2016-17 includes money to renew the SHS software program called Turnitin.com. Turnitin.com is a software product used solely at the high school to help students avoid plagiarism. The software was budgeted in Account 32325 – Districtwide Software, but to be in line with the usage of new accounts defined in the budget this item should have been budgeted in Account 42500 – School Based Software.

SBOE Administration is seeking approval to transfer \$5,599.50 out of Account 32325 and into Account 42500 for SHS to renew Turnitin.com out of the school based software account and not out of a districtwide account.



SOUTHTON PUBLIC SCHOOLS

Sherri DiNello
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: August 12, 2016
RE: Family Resource Center

The Family Resource Center has been funded via a grant from the Southington Public Schools and funding from the Community Foundation of Greater New Britain (CFGNB) over the past number of years. In addition, the CFGNB was the fiscal agent and also received funds from the Graustein Foundation that assisted in funding this program. The Family Resource Center staff members are considered employees of the Southington Public Schools even though they were grant funded.

Jim Williamson, President of the CFGNB, has been in communication with the Superintendent and is asking that the school system take over the administrative responsibilities for the program and that the CFGNB will send their contribution to us rather than the Southington Public Schools sending our annual contribution to them. In the past, we would send one check and quarterly we would send an invoice to the CFGNB for the salary and benefit costs so they could reimburse us. Taking on the fiscal responsibility will not require too much additional work on our end because we have the staff on our payroll system anyway.

The purpose of this agenda item is to ask the Finance Committee if you are comfortable with the Southington Public Schools taking on the fiscal responsibility of the Family Resource Center and making that recommendation to the full Board of Education. Krista Pisano, Director of the Family Resource Center, has written a grant proposal requesting an increase in the funding level from \$25,000 to \$35,000 from both parties to continue the current level of programming. I have attached the request as informational and you will see that the proposal still lists the CFGNB as the fiscal agent since the administration is awaiting Board approval before committing to the request of fiscal responsibility.

SPD/lb
Attachment

**Community Foundation of Greater New
Britain
First Years First Initiative Grant Application
Amendment to Previous Application
September 2016**

**Organization: Family Resource Center of Southington
Hatton Elementary School
50 Spring Lake Road
Southington, CT 06489
860-628-3377 ext. 117**

**Contact: Krista Pisano, Director
kpisano@southingtonschools.org**

Amount Requested: \$35,000

Purpose of Organization:

The Family Resource Center of Southington is a unique, community based program where a school serves as the hub that connects families of young children with the community. Our programs strive to ensure that Southington children enter school ready to learn. We do this by providing families with free programs housed in a centrally located elementary school, by screening for developmental delays and referring families for appropriate services, by providing education and support for parents so they can be most effective in their roles as their child's first teachers, and by providing resources to other community programs that strengthen families and partner with the schools to improve parental involvement, which research shows helps children succeed in school.

Section 2:

Proposal Narrative: Type – Capacity Building

1. State the Mission: The mission of this grant proposal and the Family Resource Center of Southington (FRCS) looks to build on these premises: to provide a comprehensive, integrated, community-based system of family support and services in order to foster the optimal development of children as they prepare to enter and move through the elementary school years. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University.

2. Results from the Last Three Years:

The FRCS was begun in 2008, and began programming in 2009. In that time, we have grown from a part-time staff of one who ran a handful of playgroups to having our own classroom in an elementary school that also houses the school district's Preschool program. The programs we are able to offer our families have grown in both quantity and quality. In addition to our very popular parent and child play and learn groups, we have offered: cooking, science, nature walks, pre-reading classes, pre-math classes and a host of adult only classes such as a parent book club and parenting classes.

In the summer of 2012, the FRCS took another major step in its growth by securing dedicated classroom space at Hatton Elementary school. With additional grant dollars from the Main Street Community Foundation in Bristol, we were able to furnish and outfit the space to be one specifically for young children, with an office space for staff as well. We are now able to construct our program schedule around the needs of our clients, rather than around the availability of space. It also shows the commitment that the SPS has to our program, even if they are not able to fully fund us at this time.

We know the first 1,000 days of a child's life are critical to their growth, development, and later success in school. Until children enter preschool the number of opportunities to participate in early learning programs is limited. The FRCS is beginning to fill this gap and provide children and families access to opportunities and learning experiences which are provided by trained early childhood educators. In a survey that was completed last spring by approximately thirty percent of our clients, families reported the following as benefits of the FRCS: increased social skills for their children, the opportunity to meet other parents of young children, the chance to become

familiar with the public schools, an alternative to paid preschool, time spent with their children, an opportunity for their child to increase school readiness skills, an opportunity to discuss parenting concerns with staff and other parents, and a place to get ideas of what to do with their child at home. During the last three years the FRCS has:

- Increased parental knowledge and skills related to child development and behavior, which allows parents to prepare their children for school. FRCS provided parenting workshops, monthly parent meetings, and playgroups for children from birth to age 5. The latter enable children to socialize with peers and are valued by parents, who are able to gauge their child's progress and readiness for school as compared with other children. For many parents in Southington, playgroups provided the first such opportunity to get together with other parents and children. These and other activities resulted not only in increased parental knowledge but also in improvements in parenting practices and involvement in school, both critical factors essential to promoting children's academic achievement.
- Administered developmental screenings of infants and toddlers leading to early identification of developmental delays, followed by services that can prevent or reduce special education needs as the child matures. Any number of children receiving intervention services because of FRCS referrals is a significant contribution to meeting Southington's school readiness goals. It means that children receive appropriate services that address developmental learning problems and prevent, or lessen, the need for special education placements down the road.
- Provided a critically important support network. It has become apparent that parents benefit not only from specific FRCS services for them and their children but also from the network of support that FRCS provides. Parents have anecdotally reported that the FRCS represents a safe and secure place for them to congregate, socialize and network. This support network is important for parents who are new to a community and especially helpful for first time parents, parents who are recent immigrants and parents experiencing challenges, whether personal or professional. Providing a support network is essential in enhancing families' abilities to cope with stressful situations. We regard this as one of the most important outcomes of the FRCS and note that this has implications for children, as well as their parents.
- There have been significant gains made in the Kindergarten Inventory scores since we started tracking the results and tailoring some of our programs to address the particular skills measured in that assessment. There has been a decrease in the children who are reported by their Kindergarten teachers as needing level 3 interventions in the areas of: Creative/Aesthetic, Language, and Personal/Social Skills, with the largest drop being in the area of personal/social skills. We have added programs over the last three years that specifically work with children who are 3, 4 and 5 years in the areas of math, science, fine motor skills, literacy, etc. but our programs have always had a focus on personal and social skills, so we feel confident we had a big part to play in the districtwide gains.

3. Describe the Challenge:

Southington is faced with a big challenge, as are all communities in Connecticut these days. The school system budget is stretched so tight that there is simply no money for anything "extra". Even in that position, the Southington Schools has found a way to commit funding to the FRCS.

That shows how important they feel our work is. At this time, there is absolutely no way the SPS could fully fund the FRCS, however, they have increased their financial support this fiscal year from 25,000 to 35,000. We are asking for CFGNB for another year's support, and that you match their contribution, so that we can continue the progress we have undeniably made, and so that we are able to help the town's children gain the skills needed to be ready to enter school. It would be detrimental to the community if the FRCS was to lose funding now.

4. Summary of Project: One of the previously identified gaps in services for Southington families is the lack of coordinated resources and workshops for parents and families of young children. Southington Public Schools have looked at a number of ways to close this gap through its own activities – but determined there needed to be a more institutionalized mechanism that would provide a more permanent and comprehensive solution and help young families get the resources and services that they need. To this end, FRCS is submitting this proposal for funding to continue a Family Resource Center (FRC) in Southington for a ninth year.

The Family Resource Center model was designed by Dr. Edward Ziegler, one of the foremost leaders in the early childhood education arena. It is based on “Schools of the 21st Century” concept. The philosophy behind FRCs is that healthy development, including education, begins well before a child reaches kindergarten. Current studies prove that the most important time for brain development is during the first three years of life. Schools are institutions that focus on the education of young minds. Those schools that also have an FRC are able to reach out to families whose children are not school age with resources, workshops, playgroups and other activities to encourage families to get involved and become familiar with their school and community starting at birth. FRC services look to strengthen family connections and encourage healthy family relations as well as nurture a child's development. Finally, they are places where all families are on common ground. No matter what the background, financial situation or special needs a family may have, all are on a level playing field in an FRC; they are families who want the best for their children. What began as an initiative to reach out to families in urban and depressed areas has now spread to providing services in any community. ALL families in Southington are welcome to partake in activities and services provided at the Family Resource Center of Southington.

5. What we will be able to achieve: With funding for another year, the FRCS will be able to continue the important work we have done. The trend that is being seen in Southington is that fewer children are arriving at Kindergarten having had some sort of preschool experience, as reported by their parents. We have been working very hard, along with the Early Childhood Collaborative, to educate parents about the importance of preschool and in 2012-2013 we saw a dramatic increase in the percentage of children who went to preschool. Southington was up to 87.3 % that year. Unfortunately, the gain was short lived as the very next year the percentage was back down to 79.6% as compared to 79.2% statewide. There are many factors that may

contribute to that statistic, including: the poor economy, lack of affordable preschool options, no School Readiness slots in Southington, etc. However, the fact remains that the FRCS is one of the only no cost options, along with the library programs, for parents to provide a “preschool like” experience for their children before they enter Kindergarten.

With the outreach we have done, in collaboration with the ECCS, we are finally seeing the tide turn. Preschools and nursery schools are reporting an increase in enrollment for the upcoming fall, and we know that is partly due to our education in the community about the importance of preschool and the change to Kindergarten curriculum.

6. Results we are committed to achieving:

If the SPS and the CFGNB are both able to commit 35,000 to our program, we will be able to maintain our staff and continue to hold as many programs at Hatton School this year as we did last winter. With reduced funding, at a total of 50,000, the staff would be cut and our programs would be severely reduced. The funding level we receive will determine the level of programming for the year.

It is always a priority of our program to outreach to families who have not participated with us, or who have barriers to participation. We continue to cultivate relationships with town organizations who also serve families with young children to further discover what the needs are of our community, and to try and meet them in our programs, or in partnership with other agencies. A strong partnership with Southington Community Services is beginning to emerge and FRCS staff has participated at their events over the summer and will be helping to staff their holiday events this againfall. It gives us an opportunity to meet families and invite them personally to participate with us, breaking down barriers and gaining their trust is a big part of reaching that population. We hope to be able to use some space in their building once a month to provide a story time to families, though their space is very limited there.

The Director of the FRCS serves as co-chair of the Early Childhood Collaborative, and will work closely with the new director of the ECCS. Through this partnership, she is able to guide the FRCS focus to align with the priorities of many different groups who are working toward similar goals.

7. Critical steps to building new capacity:

Our programs have grown to the point where we are no longer able to accommodate all of the families who wish to participate with us. We often have waiting lists for our programs, and have raised our maximum number of children we accept into our Play and Learn groups from 12 children to 17 children in order to serve more families. With an increase in funding from both SPS and CFGNB, we would be able to maintain what we currently offer in the hopes that we can still serve a large portion of families who wish to participate. It is our intention to continue programs Monday through Friday at our Hatton classroom and serve as many children as we did in our winter session of the 2015-2016 school year, which was the only period where we had a full staff due to a staff medical leave in the Fall and reduced hours due to a budget shortfall in the Spring.

8. Predictive factors of success: Halfway through our program, the predictive factors that will indicate our success will be: high enrollment in our programs, and a high level of satisfaction of participants as reported in our yearly survey.

9. Changes that will be needed:

We are asking for an increase in our funding to keep our two part time staff, in addition to our part time director, so that we may keep serving as many families as we have in the past.

10. New Staff Person or Consultant:

No new staff as a result of this funding.

11. Paying for net increase in operating costs:

The Southington Board of Education has committed 35,000 dollars to the project this year. With the 35,000 dollars requested from CFGNB, it will allow us to maintain the current level of services and staffing.

Section 3:

Key People and Groups

1. Key Personnel: Our Family Resource Center Director is accountable for the day to day activities of the FRCS and any staff. She reports directly to Cathy Goralski, Special Education Coordinator for the Southington Public Schools. Our director has over twenty years experience working with children and families

2. Direct Service Worker: Our Family Program Coordinator is responsible for implementing all of the programs that the center runs, and reports directly to the Director. We also have a program assistant who works one day a week, and as a substitute when a program needs one. She reports directly to the Director.

3. Partners: There are various partners involved in this project. The Community Foundation of Greater New Britain has agreed to continue to be the Fiscal Agent. The Superintendent of Schools has pledged to continue his ongoing financial support for FRCS, the space for the office and classroom in kind and the FRCS in any way within the bounds of his position. The principal of the school where the FRCS is now housed, Bob Garry, has pledged his support to our program, and has given us another year of dedicated classroom space in his school.

Section 4:

Financial Information

This grant proposal is asking for a total of \$35,000.00 from the Community Foundation of Greater New Britain for one year, matching what the Southington School system has pledged to us as well. The Superintendent of Schools has pledged to continue to allow the FRCS use of space free of charge in Hatton Elementary School and either Strong or Flanders Schools for a second site.

Section 5:

Additional Material

Program Goals 2016-2017

- * Maintaining programming levels at Hatton school during the school year 2016-2017.

- * Continue to cultivate relationships with town organizations that serve families with young children to stay on top of community needs and to try to meet them in our programs or in partnership with other agencies.

- * The FRC Director will continue as co-chair of the Early Childhood Collaborative. She will continue to guide the FRCS focus to align with the priorities of many different groups who are working toward similar goals.

Organizational Budget

Projected Budget Through 06/30/2017

Gifts and Bequests – Spendable:	
Southington Public Schools	35,000
CFGNB	35,000
Cox Communications Grant	
Total Gifts and Bequests – Spend	70,000
Seminar Fees	
Miscellaneous Revenue	
Total Operating Income	\$70,000

Family Resource Center of Southington

Consulting Services	\$63,215.40
Childcare Services	
PEP Training	
New Classroom Materials	
Community Workshops	
Program Supplies	\$2,000.00
Program Events	
Community Outreach	
Website	150.00
Printing	
Meetings, Luncheons, Dinners	
Membership Dues	
In-State Conference Fees	\$200.00
Telephone/Communications	
Postage & Shipping	
Local Travel	
Office Supplies	\$900.00
Software & Computer Supplies	
Books for FRC	
Books & Subscriptions	
Staff Recruitment	
Miscellaneous Expenses	
Total Operating Expenses	66,465.40
Foundation Administrative Fees	\$3232.27
Total Expenses	\$ 69,788.67
Net	\$211.33



SOUTHTON PUBLIC SCHOOLS

Sherri DiNello
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: August 12, 2016
RE: **Health Care Reform**

Last August, the Board of Education agreed to allow the district to continue utilizing permanent building substitutes and long-term substitutes knowing that it may require that health benefits be offered to those staff members the following school year if they worked in excess of 30-hours per week during the school year. I have attached the information I shared last year, dated August 11, 2015 as a reminder.

Kimberly Hunt has reviewed our staffing from 2015-2016 and we have a total of 13 individuals that need to be offered benefits to avoid the "access requirement" penalty. I will provide information on options in regard to the plan that should be discussed with the Board of Education on Thursday.



SOUTHTON PUBLIC SCHOOLS

Sherri DiNello
Director of Business & Finance



MEMO

TO: Board of Education Finance Committee
DATE: August 11, 2015
RE: **Healthcare Reform – Benefits for Staff over 30-Hours**

Administration plans to share information and a recommendation for the 2015-2016 school year in regard to nonunion staff members and impact on healthcare reform.

An explanation will consist of accessibility and affordability of benefits to staff working thirty (30) hours or more. Mr. Joseph Spurgeon of Milliman has been consulted and assisted administration in developing strategies to minimize the financial impact to future operating budgets.

Additional information will be sent under separate cover.

Talking Points

Under the Affordable Care Act's (ACA) Employer Responsibility Provisions (a.k.a. Pay or Play) large employers are required to offer health insurance coverage to employees and eligible dependents who on average work 30+hours per week over the course of a year*. The coverage offered must also meet minimum coverage standards (which is not expected to be a problem for Southington) and be deemed affordable to the participant. This provision took effect upon Southington's July 1, 2015 health plan renewal year. If Southington does not comply with offering coverage or offering affordable coverage Southington will be subject to potential penalties.

*For school year employees the average 30 hours per week is measured over the school year not the calendar year

The Pay or Play regulations actually break the requirements into two components:

Access Requirement-which is the requirement to offer the 30+hour employees and their eligible children health insurance coverage. This requirement allows for some leeway in offering coverage. For 2015 an employer who offers coverage to at least 70% of their 30+hour employees will be deemed as having met the requirement. For 2016 an employer who offers coverage to at least 95% of their 30+hour employees will be deemed as having met the requirement.

Affordability Requirement-which requires the employee's premium cost share be 9.5% of wages or less. While the Access Requirement requires employers to offer coverage to the employee and their eligible children, the Affordability Requirement will determine affordability based on the cost of Employee Only Coverage (the additional cost to add children would not be included in the 9.5% calculation).

If Southington does not meet these requirements Southington is subject to potential fines. Fines are only applicable if an impacted 30+hour employee (who was either not offered coverage or the coverage was not deemed affordable) purchased insurance on the ACA Exchange and qualified for a premium subsidy**. The two regulations have separate fines:

Access Requirement-is likely the larger of the two fines. The fine is \$2,000 and would be applied to **all** 30+hour employees (even those who are offered coverage and enrolled on the plan). So if just one employee who was not offered coverage purchased insurance and received a premium subsidy on the Exchange the **entire** 30+hour employee population is subject to the \$2,000 fine.

Affordability Requirement- This fine is \$3,000 and would be applied **ONLY** to impacted employees who purchase insurance on the Exchange and receives a premium subsidy. So if just one employee who's cost for single coverage exceeded 9.5% of wages received a premium subsidy on the Exchange just that one employee is subject to the \$3,000 fine.

Many employers look to limit the exposure to the Access Requirement Fines (\$2k times all 30+hour employees) by offering coverage to 30+hour employees who are not otherwise already offered coverage. These employees, however, would pay the full premium cost for their coverage. Since paying the full premium cost is undoubtedly not going to meet the Affordability Requirement, these employers would be susceptible to \$3,000 Affordability Requirement Fine. That fine, however, is limited only to an employee who actually purchases coverage on the Exchange and qualifies for a subsidy. Furthermore, the \$3,000 fine is likely less expensive than providing coverage under the Southington Self-Insured Plan if the employee's premium cost share was set to meet the Affordability Requirements (average cost of coverage per employee is approximately \$15,000 per year).

**Premium subsidies are income based

Under the ACA's definition it appears that Substitute Teachers are likely going to be considered Employees and thus subject to the Pay or Play Requirements. Southington's policy to limit the number of days Per-diem Subs can

work will go a long way to limit the potential penalties under Pay or Play. Due to the difficulty in limiting days worked by Long-Term subs and Permanent Subs Southington should may consider the following:

- Offering these two classes of subs coverage on the Southington Plan.
- These employees would pay 100% of the premium for that coverage.
- Southington could offer these subs the Teachers plan or any other plan that meets minimum coverage standards.
- Because they are paying 100% of the premium this would likely exceed the 9.5% Affordability Rule and would thus make Southington susceptible to the \$3,000 Affordability Requirement Fine. However:
 - To be subject to the fine, that employee would have to purchase insurance on the Exchange and qualify for a premium subsidy
 - The Cost of the \$3,000 fine is likely much less than the cost of offering an affordable plan
- It would appear that Southington will easily meet the 70% requirement for 2015, thus it is likely you will not need to offer coverage to these subs until July 2016.

Attached is a handout on the Pay or Play rules which may provide some further details.

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PPACA Employer Shared Responsibility--“Pay or Play” Overview

Pay or Play Requirements Effective January 2015 (delayed from January 2014)
(further delay for groups of 50-99 employees to January 2016)

Highlights on Pay or Play Requirements (subject to ongoing guidance)

There are two separate requirements and separate applicable fines applied to “Pay or Play”: one addresses access to coverage while the other addresses affordability and appropriate levels of coverage.

➤ Accessibility:

- For 2015 the access requirement states that employers must offer coverage to at least 70% of their full-time employees.
- Full time is defined by the regulation as those employees who work on average 30 hours or more per week.
- The offer of coverage must be for the employee and their children (spousal coverage is not required).
- If an employer does not offer coverage to at least 70% of full-time employees **and** at least one full-time employee purchases coverage through the Health Care Exchange **and** receives a subsidy then the employer is subject to a fine.
- The fine is \$2,000 for every full-time employee. The employer can back out the first 30 full-time employees from the fine.
- In 2016 the accessibility requirement threshold will increase from 70% to 95% of full-time employees.
- **Note 1:** the \$2,000 fine is applicable to all full-time employees even if just one employee receives subsidized coverage via the exchange.
- **Note 2:** to meet the access requirement, coverage need not meet the affordability or benefit coverage requirement (discussed below).

➤ Affordability and Benefit Coverage:

- The affordability and benefit coverage requirement requires that the plans offered to full-time employees must be affordable and meet a minimum value of benefit.
- Affordability (based on an IRS safe-harbor) is based on the employee’s cost for employee only coverage which cannot be greater the 9.5% of employee only wages; the actual test is based on 9.5% of Family Adjusted Gross Income (AGI).
- Minimum value of benefit coverage states that the plan must pay at least 60% of the benefits covered by the plan (this should not be an issue for your benefit plans).
- If the plan does not meet these requirements then the plan is subject to a fine.
- The fine is \$3,000 for **each** employee that purchases insurance **and** receives a subsidy via the exchange.
- **Note 1:** the fine is \$3,000, payable monthly, is levied only for the employee(s) that receives subsidized coverage via the exchange.
- **Note 2:** Affordability is based on single only coverage. The employee cost for covering dependents may be greater than 9.5% of income.

- *Again, to avoid the \$2,000 penalty times all full-time employees, the Plan Sponsor must offer coverage to 95% qualifying full-time employees, but that coverage need not be affordable. Employers will then decide (based on exposure) if they need to also create a plan that will be affordable or if they may opt to just pay the \$3,000 penalty.*



Highlights on Measurement, Administrative and Stability Periods

- **Measurement Period:**
 - Time period employers will use to measure hours worked for variable hour employees to determine their average hours worked (and thus qualification for coverage).
 - Employers may determine any time frame of at least 3 months but no more than 12 months (months must be consecutive).
- **Administrative Period:**
 - "Waiting Period" after the Measurement Period and prior to the coverage effective date for the variable hour employee.
 - Employers may determine any time period up to 90 days.
- **Stability Period:**
 - Time period coverage will be offered to employees (working 30 hours or more).
 - Must be no less than the Measurement Period and at least 6 months.
- **Anticipated Common Public Sector Application-Assuming July 1, 2015 plan year start:**
 - Measurement Period of 12 months beginning April 1, 2014 ending March 31, 2015.
 - Administrative Period of 90 days beginning April 1, 2015 ending June 30, 2015.
 - Stability Period of 12 months beginning July 1, 2015 through June 30, 2016.
- **Important Considerations:**
 - Variable hour employees are employees who cannot "reasonably" be expected to work full-time upon their initial employment start date.
 - Coverage must be offered throughout the entire Stability Period even if the employee works fewer than 30 hours per week during the Stability Period. **NOTE:** Assumes the variable hour employee remains employed by the employer.
 - Employers may use different Measurement and Stability Periods for the following employee categories; collective bargained and non-collective bargained; salaried and hourly employees; employees of different entities; and employees located in different States.
 - New variable hour employees:
 - Initial Measurement Period can be determined by the employer and may or may not be the same length as the Measurement Period used for ongoing employees.
 - Initial Administrative Period can be up to 90 days as determined by employer and includes the time between the new employees start date and the start of the Initial Measurement Period. Example: Employees starts on June 10th, employer starts Initial Measurement Period on July 1st, employer must include the 20 days between start date and the first day of the Initial Measurement Period.
 - Initial Measurement Period and Initial Administrative Period combined cannot last beyond the final day of the first month following employee's one-year anniversary. Example: employee hired on June 10, 2016 the Initial Stability Period (initial coverage effective date) must begin no later than August 1, 2017.
 - Initial Stability Period must be the same timeframe as the Standard Stability Period used for ongoing employees.
 - New employees will be measured in the next Standard Measurement Period used for ongoing employee even if overlapping with the Initial Measurement Period.
 - If a new variable hour employee qualifies for coverage during the Initial Measurement Period but fails to qualify during the next following Standard Measurement Period, coverage must be offered through the entire Initial Stability Period.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 18, 2016

Decision Requested _____ Agenda Code 9 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 _____ August 18, 2016 _____

Decision Requested _____

Agenda Code _____ 9 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 reoccurring moisture issue when extreme temperature changes occur. This may be caused by winter into spring temperature swings. The district is working with an architect to review the attic ventilation. The project will be closed out when this issue is resolved. _____

Kennedy & DePaolo Middle School - Renovation/Expansion: _____

_____ Building construction at both schools has been completed. _____

Other Construction Projects: _____

Southington High School – Atrium Roof Replacement: _____

_____ The demolition, structural steel and glass roof have all been completed. Also completed are the fire sprinkler, fire alarm and lighting systems. The drywall and painting are well underway. Certificate of occupancy will be scheduled for August 16, 2016. _____

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

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 18, 2016
Decision Requested X Agenda Code 9b (1)

AGENDA REPORTING FORM

Agenda Topic: Plantsville Elementary School, Project Close-Out (131-0125 RNV/EA)

Summary of Issue: The acceptance of the Plantsville Elementary School Renovation Project.

Background: The Educational Specifications were adopted April 26, 2007 and construction began the Summer of 2008.

Alternative Strategies: N/A

Cost (if applicable): Final Cost as of April 10, 2014 - \$14,868,891.

Funding Source: State 55.71 % Reimbursement Rate

Beginning Date of Program or Project: August 19, 2008

Ending Date of Program or Project: Summer 2016

Recommendation or Comment: Motion that the Board of Education accepts the Plantsville Elementary School Project No. 131-0125 RNV/EA as complete and directs the administration to close-out the project with the Town's Finance Department and the Department of Administrative Services.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date August 18, 2016

Decision Requested X

Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: Teacher Evaluation Plan Update

Summary of Issue: Administration is asking that the Board of Education approve the 2016-2017 Teacher Evaluation and Support Plan. Included is the full document that includes changes from the committee that are highlighted for your review. It is required by the State Department of Education that the Board of Education reviews and approves the document. The administration will provide the Board of Education with an update surrounding the evaluation plan.

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. The Board of Education approved the Teacher Evaluation Plan that was presented at the April 11, 2013 meeting.

Alternative Strategies: _____

Cost (if applicable): N/A

Funding Source: N/A


Beginning Date of Program or Project: _____

Ending Date of Program or Project: N/A

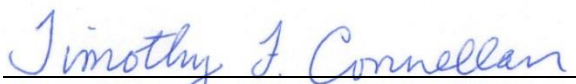
Recommendation or Comment: Motion to accept the revised copy of the Teacher Evaluation and Support Plan as presented by the administration for implementation during the 2016-2017 school year

Titles of Attachments:

1. Admin Eval Plan (under separate cover)



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 2016-2017 school year.*

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

**Southington's System for Teacher Evaluation and Support
Committee Members
2016-2017**

Steven Madancy

Assistant Superintendent for Instruction and Learning

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Special Education Coordinator

Charity Baker

Teacher-Leader, Elementary School

Evette Corujo-Aird

Special Education Coordinator

Melissa D'Orazio

Teacher, Kelley Elementary School

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District Science Coordinator

Michael Garry

Teacher, DePaolo Middle School

Daniel Hart

Teacher, Southington High School

Kimberly Hunt

Personnel Manager

Kimberlee Kalat

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Teacher, Southington High School

John O'Neill

Teacher, Kennedy Middle School

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Assistant Principal, Southington High School

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Principal, Southington High School

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Principal, Derynoski Elementary School

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Director of Pupil Services

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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:

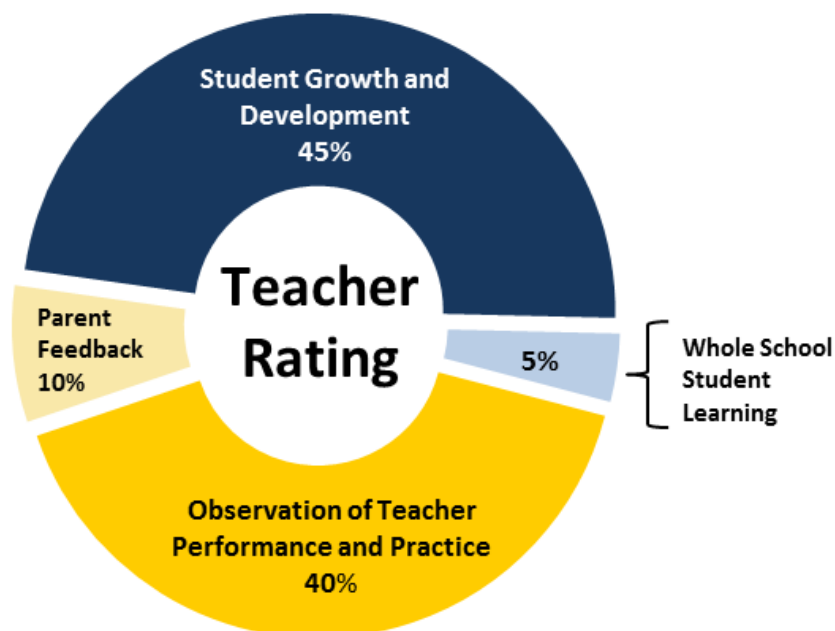
Exemplary – substantially exceeding indicators of performance

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 15

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: March 14

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; must be completed by June 30

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 (June 30 at the latest). *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 in-class 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 in-class 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 in-class observations; all will include a post conference; two will include a pre-conference.
Below Standard and Developing, Tenured and Non-Tenured	Minimum three formal in-class observations; all will include post conference; two will include pre-conference and an additional two informal in-class observations.
Proficient and Exemplary, 3 rd & 4 th Year Teachers, Tenured and Previously Tenured in other district	One review of practice every year for each. Minimum one formal in-class observation including pre and post conference once every three years; three informal in-class 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 no identified evidence has been documented for any indicator(s), the preponderance of evidence documented for that Domain shall establish the summative rating for it.**
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 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 ratings for 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? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

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:

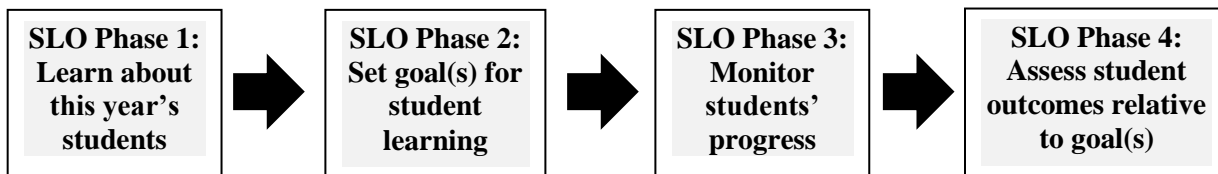
- Student growth and development, which represents 45%.
- Whole-school student learning which represents 5% of the total evaluation rating.

These categories will be 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 that are 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. Progress is projected, set, and monitored for every student within the selected proportion of students. It is understood that all students in a caseload are monitored and tracked; however, only those students set as the focus group in the IAGD will be reported on unless otherwise indicated.

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.
- Compile data on the growth of every student in the selected proportion of students.
- 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 D).

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. Of the 14 remaining students, each will attain a one level increase minimum.
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). Of the 5 remaining students, each will attain a one level increase minimum.

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. Of the 19 remaining students, each will attain a one level increase minimum.
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. Of the 17 remaining students, each will attain a 3 in at least 4 of 5 categories.

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 that are 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 significant 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%)

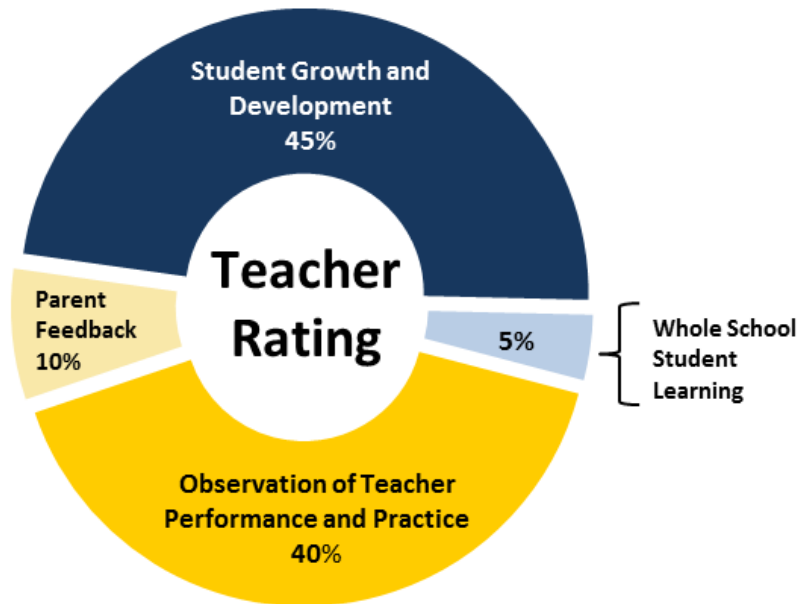
Whole-school student learning indicator

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.
(e.g., Teacher did not receive his/her Teacher Performance and Practice evaluation form within school 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.)
2. 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.
3. 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 2015 – AT A GLANCE

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner 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.**
- 1c. Maximizing service delivery by effectively managing routines and transitions.**

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

Domain 2: Planning for Active Learning

Service providers design academic social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.**
- 2b. Developing plans to actively engage learners in service delivery.**
- 2c. Selecting appropriate assessment strategies to identify and plan learning targets..**

Domain 4: Professional Responsibilities and Leadership

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

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

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

Service providers promote student/adult learner 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.¹

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interaction among learners.	Interactions between service provider and students are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
Respect for learner diversity²	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages some, but not all, learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all, learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.

¹ A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments 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*. New York: Routledge.

² Respect for learner diversity means 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.

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

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

Indicator 1b Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
Promoting social and emotional competence³	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourage learners to independently apply proactive strategies ⁴ and take responsibility for their actions.

³Social competence is 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).

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

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

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

Indicator 1c | Maximizing service delivery by effectively managing routines and transitions.⁵

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.

⁵Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning

Service providers design⁶ academic, social/behavioral, therapeutic, crisis or consultative plans⁷ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

Indicator 2a

	Developing	Proficient	Exemplary
	Below Standard	Developing	Proficient
Attributes			<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Standards alignment	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards and national guidelines.	Plans prevention/intervention that aligns with appropriate Connecticut content standards and national guidelines.	Plans prevention/intervention that directly align with appropriate Connecticut content standards and national guidelines.
Evidence-based practice	Partially plans prevention/intervention using evidence-based practice that are not student need, or appropriate level of challenge.	Plans prevention/intervention using evidence-based practice that are student need, and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
Use of data to determine learner needs and level of challenge	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 limited individual data to address learner advance learning, growth, and development. Designs targeted and purposeful plans using multiple sources of data ⁹ to address learner needs and to support an appropriate level of challenge.
Targeted and specific objectives for learners	Develops objectives that are targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.
Opportunities to connect to school and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Plans to independently select prevention/intervention strategies that support their learning in the school setting and larger world.
Plans prevention/intervention that partially aligns with appropriate Connecticut content standards and national guidelines.	Plans prevention/intervention that aligns with appropriate Connecticut content standards and national guidelines.	Plans prevention/intervention that directly align with appropriate Connecticut content standards and national guidelines.	Plans prevention/intervention that directly align with appropriate Connecticut content standards and national guidelines.
Partially plans prevention/intervention using evidence-based practice that are not student need, or appropriate level of challenge.	Plans prevention/intervention using evidence-based practice that are student need, and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
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 limited individual data to address learner advance learning, growth, and development. Designs targeted and purposeful plans using multiple sources of data ⁹ to address learner needs and to support an appropriate level of challenge.	Plans for students to identify their own learning needs based on limited individual data to address learner advance learning, growth, and development. Designs targeted and purposeful plans using multiple sources of data ⁹ to address learner needs and to support an appropriate level of challenge.
Develops objectives that are targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Develops objectives that are targeted and specific to the needs of all learners.
Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Plans to independently select prevention/intervention strategies that support their learning in the school setting and larger world.	Plans to independently select prevention/intervention strategies that support their learning in the school setting and larger world.

⁶ Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.

⁷ Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and/or individual learners.

⁸ Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).

⁹ Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b | Developing plans to actively engage learners in service delivery.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
Resources ¹⁰ and flexible groupings ¹¹ and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend learning.

¹⁰Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, 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.

¹¹Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2C | Selecting appropriate assessment strategies¹² to identify and plan learning targets.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

¹²Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a | Implementing service delivery¹³ for learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Purpose of service delivery	Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
Precision of service delivery	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
Level of challenge	Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.

¹³Service Delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b

Leading student/adult learners 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>All characteristics of Proficient plus one or more of the following:</i>
Strategies, tasks and questions	Uses tasks and questions that do not engage learners in purposeful learning.	Uses tasks or questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction, and choice of available resources or flexible groupings.
Learner responsibility and independence	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider-directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3C | Assessing learning, providing feedback¹⁴ and adjusting service delivery.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.
Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.
Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
Adjustment to service delivery¹⁵	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.

¹⁴Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

¹⁵Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 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 enhance service delivery and improve student/adult learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Self-evaluation/ reflection	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
Professional learning	Does not actively participate in professional learning opportunities.	Participates in professional learning but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.

Domain 4: Professional Responsibilities and Leadership

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

Indicator 4b

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

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.
Ethical conduct	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.
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.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, 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.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for 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/adult learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Stakeholder¹⁶ engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.
Culturally responsive communications¹⁷ with stakeholders	Demonstrates a lack of awareness of cultural difference or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.

¹⁶Stakeholders can include student/adult learners, families, colleagues, community members, etc. and are determined by the role and delineated responsibilities of the service provider.

¹⁷Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective and 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.

Ambitious

- The goal must seek to close students' achievement gaps while maintaining or increasing the high levels of performance demonstrated by other students.

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.

Sample Exemplary Teacher with SHS Common Reading Assessment-based SLO

Excerpted from F3 (teacher)

Note this teacher has accounted for every class and every one of his 90 students in his reporting and data sheets (not included). Rigorous achievement targets were set, especially for the underachievers in an effort to close their achievement gaps.

SLO: Students will improve their critical reading skills by demonstrating their ability to correctly analyze the argument of an author.

IAGD 1:

1a. By May 2016, the 58 students who scored a 0 on the baseline CRA question 4 will have increased their score on question 4 of the CRA with the Critical Reading Assessment Rubric by 3 points.

Outcome:

*1 student in this group scored a 0
5 students in this group scored a 1
30 students in this group scored a 2
19 students in this group scored a 3
3 students in this group scored a 4*

1b. By May 2016, the 29 students who scored a 1 on the baseline CRA question 4, will have increased their score on question 4 of the Critical Reading Assessment Rubric by 2 points.

Outcome:

2 students in this group remained a 1

15 students in this group scored a 2

7 students in this group scored a 3

4 students in this group scored a 4

1 student does not have scores for the April CRA. This student scored a 2 on a class assignment that used open ended questions similar to the CRA. This set the basis for end of year results at 89 total students rather than 90.

1c. By May 2016, the 3 students who scored a 2 on question 4 of the baseline CRA will score within the analyze or critique indicator (3-4 points) on the Critical Reading Assessment Rubric.

Outcome:

Performance of these three students has been somewhat unpredictable. One has remained steady and two have grown by a point.

Reflection:

Of the 58 students who scored a 0 baseline, 52 (90%) scored two points or higher in May; 22 students (38%) did achieve the targeted increase.

Of the 29 students who scored 1 on the baseline, 11 (39%) did achieve the targeted increase.

Of the three students who scored 2 on the baseline, one did not achieve the targeted increase while two did.

The overall result of 35 students or 39% achieving a score of 3-4 should be viewed in light of the starting point: the 0 baseline identified 58 students (64% of my total students) initially was reduced to just one student.

Working with our school literacy specialist to design lessons and resources was critical in producing these results. In addition to collaborating outside of class, she was able to co-teach several lessons with me this year. She provided writing strategies and enabled individual conferencing with students for personal goal setting.

One of the major difficulties with this SLO was vetting the articles that were used to create the assessments. In some cases, especially at the beginning of the year, students struggled to critique the author's argument. One common assumption that was uncovered was that students believed any article they were given was of high quality. Students also struggled with the more complex structures that did not fit in the framework of their writing model.

Excerpted from F4 (evaluator)

HOLISTIC FINAL SUMMATIVE RATING			
Based on the preponderance of evidence, the rating below values <i>Observation of Teacher Performance and Practice</i> and <i>Student Growth Outcome</i> greater than <i>Parent Feedback</i> and <i>Whole School Student Learning</i>.			
EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
X			

STUDENT OUTCOMES INDICATORS

Student Outcomes Comments:

Mr. T accounted for 100% of his total student caseload and set his SLO into three tiers: students scoring baseline 0 (*Improvement Needed*), students scoring baseline 1 (*Improvement Needed*), and students scoring baseline 2 (*Progressing Towards*). No students had baseline scores in the *Meets* (3) or *Exceeds* (4) range. Each tier carried the rigorous expectation that 100% of the students in that scoring band would achieve the set target:

*1a. In this tier, 58 students who had scored baseline 0 were to increase scoring by 3 points. 22 of 58 or 38% in this tier did so, accomplishing growth intended to close the gap between *Improvement Needed* and *Meets*. Of note, 30 of these students did score 2, rising one achievement level into *Progressing Towards*.

*1b. In this tier, one absent student's scoring is omitted in the F3 results. 29 students who had scored baseline 1 were to increase scoring by 2 points. 11 of 28 students or 39% did so.

*1c. In this tier, 3 students who scored a baseline 2 were to score within the 3-4 point range. 2 of 3 students did score in the 3 point range.

Statistically, none of the tiers' achievement targets were met; however, commendable growth was identified, given each tier's starting point.

Overall, 35 of 89 students or 39% have achieved scoring in the 3-4 point range. It is understood that 54 of Mr. T's students or 61% remain under *Meets*. It is further noted all 90 students began so in September with 64% at a 0 baseline. The 0 baseline has been eliminated for all but one student. As documented in F2 and identified in F4 conference, it is apparent collegial collaboration and aggressive instructional steps were taken to effect this outcome. Implementation of strategies to address writing was documented in observation. Considering the September benchmark assessment and its vetting problem, it is probable that initial scores were lower than true measure of student skills. However, in light of all these aforementioned points, the Student Outcome rating is *Proficient*.

TEACHER PRACTICE INDICATORS

Teacher Practice Comments:

Mr. T implemented each action step cited in Form F1 to further the school's Parent Feedback Goal of improved home/school relationships. A number of parents paid compliments to the administration about his weekly positive "News Around T World" postcards.

His Performance and Practice Goal focused upon Domain 4b. Collaborating to develop and sustain a professional learning environment to support student learning. His collaboration involved the school literacy specialist as well as his grade level cohort and department colleagues. Mr. T assumed a leadership role in constructing the school's Common Reading Assessments in his work with the literacy specialist. Evidence collected from multiple observations in and out of the classroom, review of practice, anecdotal information from across the year, and teacher summary/reflection all attest to a teacher whose Performance and Practice Domain indicators rate between *Proficient* and *Exemplary* with *Exemplary* constituting the preponderance of ratings.

SLO Exemplars

Guiding Principles:

Remember any standardized IAGD must be paired with a non-standardized IAGD that assesses the skills. Achievement targets are to be rigorous and intended to close achievement gaps. Administration will support this target setting, and the preponderance of evidence shall yield the overall Student Outcomes rating.

While it is understood that all students in your caseload are monitored and tracked, every student in the SLO targeted population shall be included in the IAGD(s) and tracked for growth. Framework:

- The SLO is a general statement.*
- Identify the IAGD outcome date.*
- Identify the number of IAGD targeted students and corresponding percentage.*
- Identify the baseline (when possible).*
- Identify the achievement target.*
- Identify the assessment instrument.*

Standard IAGD Sentence:

By May _____, ___/___ (___ %) of my targeted students who scored _____ will increase to _____ as measured by _____.

ELA Grade 2

SLO: Students will demonstrate growth and/or achieve mastery grade 2 CCSS foundational decoding and fluency skills of reading and demonstrate mastery of finding and understanding key ideas and details of texts they read.

Standardized IAGD: Dibels (DORF)

1a) By May 2017, 5/20 (25%) students who measured at the “improvement needed” range in September 2016 will improve decoding and fluency skills by reaching the “progressing towards” range by May 2017 as measured by the Dibels Oral Reading Fluency.

1b) By May 2017, 12/20 (60%) students measured at “progressing towards” in September 2016 will master all decoding and fluency skills by reaching the “meets or exceeds” range by May 2017 as measured by the Dibels Oral Reading Fluency.

1c) By May 2017, 3/20 (15%) students measured at “meets/exceeds” in September 2016 will demonstrate growth in second grade decoding and fluency skills by maintaining scores that range in the “meets/ exceeds” range by May 2017 as measured by the Dibels Oral Reading Fluency.

Non-standardized IAGD:

1a) By May of 2017, 5/20 (25%) of the students will make at least 1.5 year’s growth as measured by the Fountas & Pinnell Benchmark Assessment.

1b) By May of 2017, 15/20 (75%) of the students will make at least 1.0 year’s growth as measured by the Fountas & Pinnell Benchmark Assessment.

ELA Grades 3-8

SLO 1: All students will increase their ability to comprehend grade-level appropriate complex texts through an analysis of the key ideas and supporting details, clearly understanding the craft and structure of the texts.

Standardized IAGD:

By May 2017, 60/60 (100%) students will meet or exceed their expected growth as measured by the Scholastic Reading Inventory (SRI).

Non-Standardized IAGD:

1a) By May 2017, 10/60 (17%) of students receiving tier 3 support will make at least 1.5 year’s growth as measured by the Fountas and Pinnell Benchmark Assessment.

1b) By May 2017, 10/60 (17%) of students receiving tier 2 support will make at least 1.0 year’s growth as measured by the Fountas and Pinnell Benchmark Assessment.

2) By May 2017, 40/60 (66%) of students will meet or exceed grade level expectations as measured by (reading progressions, journal responses).

Literacy (writing-based) high school

SLO: All students will improve their ability to effectively organize their writing as measured by the Southington High School writing assessment for Organization.

Non-Standardized IAGD

1a. By May 2017, 54/95 (57%) of my students will have increased their score on the SHS writing assessment strand for Organization by 2 levels (Needs Improvement to Meets)

1b. By May 2017, 36/95 (38%) of my students will have increased their score on the SHS writing assessment strand for Organization by 1 level (Approaching to Meets).

1c. By May 2017, 5/95 (5%) of my students will show improvement within the Meets or Exceeds categories on the SHS writing assessment strand for Organization.

Rubric attached.

	Exceeds	Meets	Approaching	Needs Improvement
ORGANIZATION LIT 1c; LIT 1e; LIT 2c; LIT 2f; LIT 3c; LIT 3e; WHST 1c; WHST 1e; WHST 2c; WHST 2f <i>I can demonstrate organized and purposeful communication.</i>	I can organize claims, details, examples, and evidence in a purposeful way that is powerful. I can integrate evidence fluidly, and use appropriate transition words effectively.	I can organize claims, details, examples, and evidence in a logical way, integrate evidence, and use appropriate transition words consistently.	I can organize my ideas sequentially and use transition words.	I can begin to organize my thoughts and use basic sentence structure to convey my ideas.

Science

SLO: Students will improve their science practice in the area of analyzing and interpreting data for the purpose of constructing explanations.

IAGD 1:

1a) By December 2016, 20/20 students who scored 0-2 on the Data Nuggets assessment rubric constructed by Michigan State University entitled “Springing Forward: Does climate change cause plants to flower earlier?” will increase 3 levels.

1b) By December 2016, 39/39 students who scored 3-5 on the Data Nuggets assessment rubric constructed by Michigan State University entitled “Springing Forward: Does climate change cause plants to flower earlier?” will increase 2 levels.

1c) By December 2016, 20/20 students who scored 6-8 on the Data Nuggets assessment rubric constructed by Michigan State University entitled "Springing Forward: Does climate change cause plants to flower earlier?" will increase 1 level.

IAGD 2:

By April 2017, 73/73 students (100% of my caseload) will score mastery (8 out of 10) as measured by the Data Nuggets assessment rubric constructed by Michigan State University entitled "Coral bleaching and climate change."

Music

SLO: Students in grade 6 Band will improve their musical literacy one level above current abilities. Musical fluency issues will be addressed within the melodic, rhythmic, and technical demands of in-class literature. This is the first year of a 3-year tracking SLO.

IAGD:

1a) By May 2017, 78 grade 6 Band students (100%) will improve ½ grade level above baseline (using the 1-6 scale) as measured by the final performance assessment.

1b) By May 2017, 66 of 78 grade 6 Band students (85%) will improve 1 grade level above baseline (using the 1-6 scale) as measured by the final performance assessment.

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
1. The classroom teachers and I communicate about my child's homework assignments.						
2. The classroom teachers communicate about how my child is doing in class.						
3. The classroom teachers and I communicate about what I can do to help my child learn.						
4. I know how my child is doing in school before I receive his/her report card.						
5. I have been provided the opportunity to understand my child's progress as measured by the standards-based report card.						
6. I feel welcome at this school.						
7. 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 15</u>	<u>January- March 14</u>	<u>May/ June</u>
<p>Teacher examines student data and drafts 1 tentative SLO (minimum)</p> <p>Teacher sets 1 parent engagement goal</p> <p>Teacher/school set 1 school-wide student learning goal</p> <p>Teacher's 1 Performance and Practice Goal should have been set in June of previous year</p>	<p>Initial meeting with evaluator to discuss the 4 goals and objectives in order to arrive at mutual agreement</p> <p>Teacher begins collecting evidence</p> <p>Formal observations have begun</p>	<p>Continue to collect data to show improved student learning</p> <p>Mid-year conference</p> <ul style="list-style-type: none"> - review progress - look at data - share observation evidence - SLOs can be adjusted at this time 	<p>Complete self- assessment for review by evaluator</p> <p>Submission of data for scoring of SLOs (SLOs based on SB/CAPT data may be rescored data becomes available but before September 15th)</p> <p>End of the Year Conference</p> <ul style="list-style-type: none"> - discuss all evidence collected to date - discuss category ratings - begin tentative goal setting for next year

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum 3 formal in-class observations; all will include a post conference; 2 will include a pre-conference
Below Standard and Developing, Tenured and Non-Tenured	Minimum 3 formal in-class observations; all will include post conference; 2 will include pre-conference and an additional 2 informal in-class observations
Proficient and Exemplary, 3 rd & 4 th Year Teachers, Tenured and Previously Tenured in other district	One review of practice every year for each. Minimum 1 formal in-class observation including pre and post conference once every three years; 3 informal in-class 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
(See exemplar as guide)

Student Outcomes (50%)
Student Learning Objective (45%) + Whole School Learning Goal (5%)

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

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

Student Learning Objective (SLO)

Record the SLO and be prepared to explain the rationale for selection and alignment to state/national standards.

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

Remember to...

- *Number each IAGD (one minimum but at least two recommended).*
- *Set one non-standard indicator if one standard indicator is set.*
- *Address a significant proportion of the student caseload and each achievement level and measure one year's growth.*
- *Set growth targets for every student within the IAGD.*

IAGD 1:

IAGD 2:

Background Information and Baseline Data

Strategies/Actions to Achieve the SLO

- *State the Whole School Learning Goal established by your administration.*
- *Remember to include one strategy which supports the Whole School Learning Goal.*

Interim Assessments/Assessment of Progress Toward Achieving the SLO

FORM F-1
Teacher Goal-setting
(See exemplar as guide)

Teacher Practice (50%)
Performance and Practice (40%) + Parent Feedback Goal (10%)

Teacher Performance and Practice Goal

Remember to record the goal identified in the 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 (set by administration) 10%

Record school goal and add teacher steps to be taken in support of its achievement.

Goal:

Action Steps:

Professional Support/Development Needed

SIGNATURES

Revisions Required ~ Resubmit by _____

Approved

Evaluator Comments

Evaluator: _____

Date: _____

Teacher: _____

Date: _____

FORM F-2
Mid-Year Check In ~ Teacher Self-Assessment/Reflection
(See exemplar as guide.)

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

TEACHER SECTION

STUDENT OUTCOMES INDICATORS

Student Growth and Development **45%**

SLO: *(Copy and paste.)*

IAGD 1: *(Copy and paste initial IAGDs.)*

Status/Reflection:

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

Proposed Revision: *(to be mutually agreed upon)*

IAGD 2:

Status/Reflection:

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

Proposed Revision: *(to be mutually agreed upon)*

Whole School Student Learning **5%**

Goal: *(Copy and paste school goal.)*

Strategy Status/Reflection:

Professional Support/Development Needed

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

TEACHER PRACTICE INDICATORS

Performance and Practice **40%**

Goal: *(Copy and paste.)*

Status/Reflection:

Reflection on Observation(s)

Parent Feedback **10%**

Goal: *(Copy and paste school goal.)*

Status/Reflection:

EVALUATOR SECTION

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

STUDENT OUTCOMES INDICATORS

Student Growth and Development

Is the staff member on track towards achieving SLO (IAGDs)?

YES NO

Comments: (optional)

IAGD Revision: *(Copy and paste if approved.)*

Whole School Student Learning

Has the staff member made progress towards the chosen strategy?

YES NO

Comments: (optional)

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

Performance and Practice

Has the staff member made progress on the selected goal?

YES NO

Comments: (optional)

Comments on Formal/Informal Observations and Review of Practice:

Parent Feedback

Has the staff member made progress on the selected action steps?

YES NO

Comments: (optional)

SIGNATURES

Teacher: _____ **Date:** _____

Evaluator: _____ **Date:** _____

FORM F-3
End-of-Year Summative ~ Teacher Self-Assessment/Reflection
(See exemplar as a guide.)

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

STUDENT OUTCOMES INDICATORS

Student Growth and Development **45%**

SLO: *(Copy and paste.)*

IAGD 1: *(Copy and paste IAGDs.)*

Outcome:

Reflection:

IAGD 2:

Outcome:

Reflection:

Whole School Student Learning **5%**

Goal: *(Copy and paste school goal.)*

Reflection:

FORM F-3 (continued)
End-of-Year Summative ~ Teacher Self-Assessment/Reflection
(See exemplar as a guide.)

TEACHER PRACTICE INDICATORS

Performance and Practice **40%**

Goal: *(Copy and paste.)*

Reflection:

Reflection on Observation(s):

Parent Feedback **10%**

Goal: *(Copy and paste school goal.)*

Reflection:

Target Areas for Growth: *(Identify Domain(s) and Indicator(s) to establish as your focus.)*

SIGNATURE

Teacher: _____ 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

Evaluator's reflection on status of teacher objectives including strengths and comments.

STUDENT OUTCOMES INDICATORS

Student Growth and Development **45%**

SLO: *(Copy and paste.)*

IAGD 1: *(Copy and paste IAGDs.)*

Outcome:

IAGD 2:

Outcome:

Whole School Student Learning **5%**

Goal: *(Copy and paste.)*

Student Outcomes Comments:

FORM F-4 (continued)
End-of-Year Summative Teacher Evaluation

TEACHER PRACTICE INDICATORS

Performance and Practice **40%**

Goal: *(Copy and paste.)*

Parent Feedback **10%**

Goal: *(Copy and paste.)*

Teacher Practice Comments:

Target Areas for Growth:

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.

SIGNATURES

Teacher: _____ **Date:** _____

Evaluator: _____ **Date:** _____

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. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.	
b. Developing plans to actively engage learners in service delivery.	
c. Selecting appropriate assessment strategies to identify and plan learning targets.	

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 Formal Observation 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)

--

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.	<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. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
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b. Developing plans to actively engage learners in service delivery.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
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c. Selecting appropriate assessment strategies to identify and plan learning targets.	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

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 student/adult learners 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 learning, providing feedback and adjusting service delivery.	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

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Engaging in continuous professional learning to enhance service delivery and improve student/adult 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/adult 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/adult 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 Formal Observation 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.

**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

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G. Recommendations/Comments

--

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

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this Formal Observation 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.	<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 instructional time by effectively managing classroom procedures (routines and transitions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 Formal Observation 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"/>	
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"/>	

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: _____
Assignment: _____

Date: _____
School: _____

Length of Observation: _____
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.	<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. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
b. Developing plans to actively engage learners in service delivery.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
c. Selecting appropriate assessment strategies to identify and plan learning targets.	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 student/adult learners 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 learning, providing feedback 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 enhance service delivery and improve student/adult 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/adult 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/adult 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

	Exemplary	Proficient	Developing	Below Standard
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.	
c.	Maximizing service delivery by effectively managing routines and transitions.	
Combined Domain Rating		
Domain 2 ~ Planning for Active Learning		Rating
a.	Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.	
b.	Developing plans to actively engage learners in service delivery.	
c.	Selecting appropriate assessment strategies to identify and plan learning targets.	
Combined Domain Rating		
Domain 3 ~ Service Delivery		Rating
a.	Implementing service delivery for learning.	
b.	Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
c.	Assessing learning, providing feedback and adjusting service delivery.	
Combined Domain Rating		
Domain 4 ~ Professional Responsibilities and Leadership		Rating
a.	Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.	
b.	Collaborating to develop and sustain a professional learning environment to support student/adult learning.	
c.	Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult 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 five 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 August 18, 2016

Decision Requested X Agenda Code 9 d

AGENDA REPORTING FORM

Agenda Topic: Administrator Evaluation Plan Update

Summary of Issue: Administration is asking that the Board of Education approve the 2016-2017 Administrator Evaluation and Support Plan. Included is the full document that includes changes from the committee that are highlighted for your review. It is required by the State Department of Education that the Board of Education reviews and approves the document. The administration will provide the Board of Education with an update surrounding the evaluation plan.

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: _____

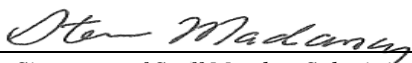
Ending Date of Program or Project: N/A

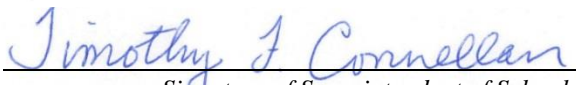
Recommendation or Comment: Motion to accept the revised copy of the Administrator Evaluation and Support Plan as presented by the administration for implementation during the 2016-2017 school year.

Titles of Attachments:

1. Admin Eval Plan (under separate cover)

mp\Board\8.18.16, SPS Admin Eval.doc



Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

**Southington Public Schools
Southington, CT**

Southington Administrator Evaluation and Support Plan

The content of this document is meant for use in the Southington Public School District beginning in the year 2016-2017. The content of this document has been designed by committee consensus.

**Southington's Administrator Evaluation and Support
Committee Members
2016-17**

Timothy F. Connellan
Superintendent of Schools

Steven Madancy
Assistant Superintendent for Instruction and Learning

Kimberly Hunt
Personnel Manager

Patricia Mazarella
Principal, Flanders Elementary School

Frank Pepe
Principal, DePaolo Middle School

Brian Stranieri
Principal, Southington High School

Richard Terino
Principal, Kennedy Middle 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 Support 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.

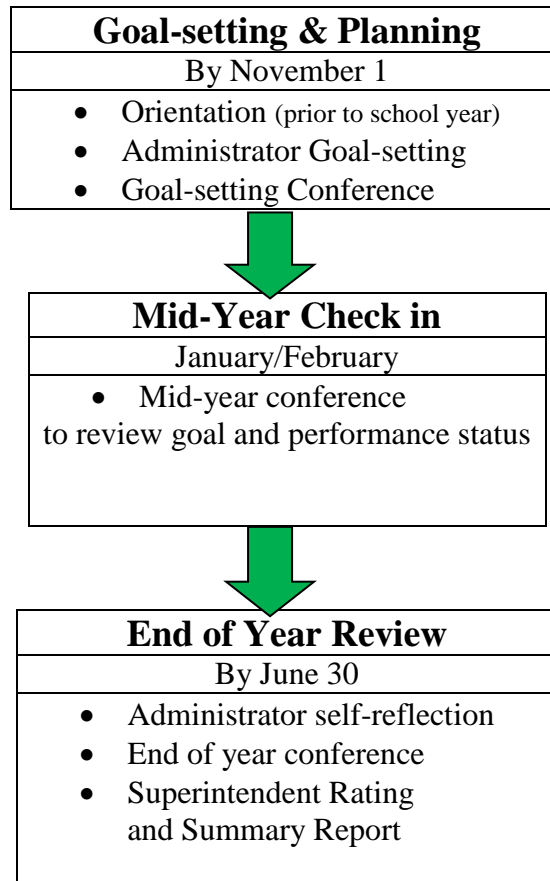
Process and Timeline

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 Domain Indicator from the CT Leader Evaluation and Support Rubric 2015 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 Support 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 Support 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 CT Leader Evaluation and Support Rubric 2015 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 timely oral or written feedback. Observation of evaluatee practice can vary in length, setting, and focus. Besides the following school site visit requirements, there are no prescribed evidence collection requirements. Equally as valuable as a school site visit, arguably more so, is the observation of the evaluatee's day to day work. This plan relies on the professional judgment of the evaluatee and evaluator to determine source evidence and means of collection.

The minimal school site visitations are as follows:

- 2 observations for each administrator
- 4 observations for administrators new to the district, school, profession, or who has received a rating of **Developing** or notification of a projected rating of **Developing** or **Below Standard**. Note: Feedback for an administrator who has received a rating of **Developing** or notification of a projected rating of **Developing** or **Below Standard** shall be in writing.

School site visits/observations may take, but are not limited to, the following forms:

- Observation of Administrative/Leadership Team meetings with administrator as facilitator (e.g., Data-team, SRBI, faculty, etc.)
- Observation of Administrative/Leadership systems established by administrator (e.g., grade level cohort meeting, team meeting, teacher practice in multiple classrooms, etc.).
- Observation of the administrator's day to day site work, the handling of typical and atypical demands
- Participation in district committee meetings

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 CT Leader Evaluation and Support Rubric 2015. This reflection should involve consideration of the following:

- Need to grow and improve practice on a given Domain Indicator;
- Strengths within a given Domain but potential for growth or improvement; and,
- Consistent effectiveness on a given Domain Indicator.

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 components:

- Observation of Leadership Practice (40%)
- Stakeholder Feedback (10%)

Category #1 Observation of Leadership Performance & Practice (40%)

Leadership practice is described by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through 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.*

The CT Leader Evaluation and Support Rubric 2015 is based on these standards but consolidates the six

performance expectations into four domains for the purpose of describing essential and crucial aspects of a leader's practice.

Domain 1 – Instructional Leadership

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

Domain 2 – Talent Management

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

Domain 3 – Organizational Systems

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

Domain 4 – Culture and Climate

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

While all four of these Domains make for successful schools, improving teaching and learning is at the core of what effective educational leaders do. Therefore, Domain 1 (Instructional Leadership) is weighted 40% and while Domain 2 (Human Capital), Domain 3 (Organizational Systems), and Domain 4 (Culture and Climate) are each weighted 20%.

In order to arrive at these ratings, administrators are measured against the **CT Leader Evaluation and Support Rubric 2015 (Appendix B)** which describes leadership actions across four performance levels for each of the four Domains. 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 Domain Indicator within the **CT Leader Evaluation and Support Rubric 2015** 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 Indicator and a different level of performance for another Indicator within a Domain, the evaluator will use judgment to decide the level of performance assigned to that Domain.

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 Domain level and may discuss performance at the Indicator 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 **CT Leader Evaluation and Support Rubric 2015**.

Summative ratings are based on the preponderance of evidence for each Domain in the CT Leader Evaluation and Support Rubric. 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
Exemplary on Instructional Leadership + Exemplary on Talent Management + No rating below Proficient on any performance expectation	At least Proficient on Instructional Leadership + At least Proficient on Talent Management + At least Proficient on one of the other Domains	At least Developing on Instructional Leadership + At least Developing on Talent Management + At least Developing on each of other Domains	Below Standard on Instructional Leadership Or Below Standard on Talent Management

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 style="text-align: center;">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

This category is comprised of two components that reflect the administrator's contribution to student academic progress at the school and classroom level.

- 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
- Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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., CT Leader Evaluation and Support Rubric - Domain 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 Domain ratings
- 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 Support 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 Support 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

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

CT Leader Evaluation and Support Rubric 2015

Domain 1: Instructional Leadership

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

1.1 Shared Vision, Mission and Goals						
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students.	<ul style="list-style-type: none"> • School vision and mission statement • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	School/District Improvement Plan (SIP/DIP)'/ action plan and goals	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the district improvement plan or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
	Stakeholder engagement	Rarely engages with stakeholders about the school or district's vision, mission and goals.	Engages some stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages a broad range of stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	

1. SIP/DIP — School Improvement Plan/District Improvement Plan. Plans for school and/or district improvement may be referred to by other titles (for example, Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement.

Domain 1: Instructional Leadership

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

1.2 Curriculum, Instruction and Assessment						
Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Curriculum development	Few or no processes are established to design, implement and evaluate curriculum and instruction.	Establishes inconsistent processes to design, implement and evaluate curriculum and instruction.	Works with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> Professional development sessions Educator evaluation data Student learning data (formative and summative) Data team agendas, minutes, observations School or district improvement plan Curriculum guides Lesson plans Faculty meeting agendas, minutes, observations Teacher formative assessments Student learning goals or objectives and indicators of academic growth and development (IAGDs)
	Instructional strategies and practices	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students?	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
	Assessment practices	Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	

2. **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.

Domain 1: Instructional Leadership

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

1.3 Continuous Improvement						
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and adult learning needs.	Uses some data to guide ongoing decision-making to address student and adult learning needs.	Analyzes varied sources of data ³ about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and adult learning needs and progress toward school or district vision, mission and goals.	<ul style="list-style-type: none"> • School or district improvement plan • Leadership team agendas, minutes, observations • Faculty or departmental meeting agendas, minutes, observations • Professional development plan • Data team schedule, processes and minutes • Data team agendas, minutes, observations • Educator evaluation data, including informal or formal observations • Student intervention data • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations
	Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
	Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

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

Domain 2: Talent Management

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

2.1 Recruitment, Selection and Retention						
Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Recruitment, selection and retention practices	Does not have or apply recruitment, selection and retention strategies.	Implements recruitment, selection and retention strategies that reflect elements of the school or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals; influences district's policies and procedures.	<ul style="list-style-type: none"> School or district improvement plans Educator evaluation data Application materials and interviews Personnel records Leadership team agendas, minutes, observations Professional development sessions ED 163 Climate survey Retention data Faculty or departmental meeting agendas, minutes, observations
	Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.	
	Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.	
	Supporting early career teachers	Provides support for early career teachers that meets only minimum state requirements.	Identifies general needs and provides some support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

Domain 2: Talent Management

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

		2.2 Professional Learning				
		Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.				
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	<ul style="list-style-type: none"> • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data
	Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses evidence that may or may not promote reflection and to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
	Resources for high-quality professional learning	Provides minimal support, time or resources for professional learning.	Provides the conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides the conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.	

Domain 2: Talent Management

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

2.3 Observation and Performance Evaluation						
Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Evidence-based evaluation strategies	Evaluates staff using minimal evidence that is not aligned with educator performance standards.	Evaluates staff using limited evidence such as observation, artifact review, collegial dialogue or student-learning data that is aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer evaluation based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<ul style="list-style-type: none"> • School or district improvement plan • Educator evaluation data • Student learning goals or objectives and indicators of academic growth and development (IAGDs) • Leadership team agendas, minutes, observations • Professional development sessions • Professional learning recommendations • Teacher mentorship or peer support programming
	Feedback	Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.	Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted.	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.	

Domain 3: Organizational Systems

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

3.1 Operational Management						
Strategically aligns organizational systems ⁴ and resources to support student achievement and school improvement.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	<ul style="list-style-type: none"> • Schedules • Student assistance team • Safe school climate committee • Leadership team agendas, minutes, observations • Instructional improvement committees • Professional development and evaluation committees (PDEC), or school-based equivalent • School conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media
	School site safety and security	<p>Fails to respond to or comply with feedback regarding the school site safety and security plan.</p> <p>Does not enforce compliance with safety requirements.</p> <p>Fails to address physical plant maintenance or safety concerns.</p>	<p>Partially implements a school site safety and security plan.</p> <p>Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.</p>	<p>Designs and implements a comprehensive school site safety and security plan.</p> <p>Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.</p>	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	
	Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.	<p>Develops communication and data systems that provide information but is not always timely in doing so.</p> <p>Minimally develops capacity of staff to document and access student learning progress over time.</p>	<p>Develops or implements communication and data systems that assure the accurate and timely exchange of information.</p> <p>Develops capacity of staff to document and access student learning progress over time.</p>	<p>Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems.</p> <p>Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.</p>	

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Domain 3: Organizational Systems

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

3.2 Resource Management						
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Budgeting	Does not develop a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops and implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.	<ul style="list-style-type: none"> • School or district budget documents or processes • School or district improvement plan • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations • Technology plan
	Securing resources to support vision, mission and goals	Makes minimal attempts to secure resources that may or may not support achievement of the school or district's vision, mission and goals.	Advocates for school and district resources that can support some achievement of the school or district's vision, mission and goals.	Advocates for and works to secure school and district resources to support achievement of the school or district's vision, mission and goals.	Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	
	Resource allocation	Allocates resources in ways that do not promote educational equity ⁵ for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

5. Educational equity: providing equitable resources to meet diverse student, family and staff needs

Domain 4: Culture and Climate

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

		4.1 Family, Community and Stakeholder Engagement				POTENTIAL SOURCES OF EVIDENCE
		Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.				
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	
KEY AREAS OF LEADERSHIP PRACTICE	Communications	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	<ul style="list-style-type: none"> • Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in some decision-making that supports the improvement of student-specific learning.	Provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.	
	Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and cordial relationships with some families, community partners and other stakeholders regarding educational issues.	Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
	Cultural competencies and community diversity	Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.	Identifies some connections between cultural competencies and community diversity that strengthen educational programs.	Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education.	Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

Domain 4: Culture and Climate

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

		4.2 School Culture and Climate				POTENTIAL SOURCES OF EVIDENCE
		Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.				
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	
KEY AREAS OF LEADERSHIP PRACTICE	Student conduct	Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	<ul style="list-style-type: none"> • Discipline data • Student surveys • Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) • Faculty or departmental meeting agendas, minutes, observations • Observations of faculty • Social media • Educator evaluation data (professional responsibilities) • Parent surveys • Participation in parent meetings or school events • Records of safety issues • Collaboration with police and fire departments (minutes from meetings) • Procedure manuals • Emergency management drills • Communication with parents and families • Safe school climate committees • Contingency plans
	Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers.	
	Positive school climate for learning	Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Seeks input and discussion from school community members to build his or her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students.	Advocates for, creates and supports a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.	

Domain 4: Culture and Climate

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

		4.3 Equitable and Ethical Practice Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.				
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional Responsibility and Ethics	Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	N/A	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	<ul style="list-style-type: none"> • Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
	Equity, cultural competence and social justice	Does not consistently promote educational equity, cultural competence and social justice for students or staff.	Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff.	Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders. Promotes social justice by ensuring all students have access to educational opportunities.	Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination.	
	Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Demonstrates ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	<p>Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.</p> <p>Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.</p>	<p>Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals.</p> <p>Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.</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 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 SLO. If applicable, follow by recording revision. 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:

Status:

Reflection:

SLO 2:

Status:

Reflection:

Evaluator's Comments:

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.

Evaluator's Comments:

FORM B (continued)
Mid-year Administrator Self-Assessment/Reflection

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 or revised SLOs.

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:

Outcome:

Reflection:

SLO 2:

Outcome:

Reflection:

Evaluator:

SLO 1:

Comments:

SLO 2:

Comments:

FORM C (continued)

End of Year Summative Administrator Self-Assessment/Reflection

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.

Evaluator's Comments:

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:

Summative Rating:

Administrator: _____

Date: _____

Evaluator: _____

Date: _____

FORM D
Evaluation and Support Plan Tracking Form
(Optional)

Administrator Name: _____ **Evaluator's Name:** _____
School/Position _____

CT LEADER EVALUATION and SUPPORT RUBRIC

Domain 1 – Instructional Leadership
<i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.</i>
1.1 Shared Vision, Mission and Goals
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.
1.2 Curriculum, Instruction, and Assessment
Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.
1.3 Continuous Improvement
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.
Domain 2 – Talent Management
<i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff and by demonstrating a commitment to high quality systems for professional learning.</i>
2.1 Recruitment, Selection, and Retention
Recruits, selects, supports, and retains effective educators needed to implement school's/district's vision, mission and goals.
2.2 Professional Learning
Establishes a collaborative professional learning system that is grounded in a vision of high quality instruction and continuous improvement through the use of data to advance the school's/district's vision, mission and goals.
2.3 Observation and Performance Evaluation
Ensures high quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

Domain 3 – Organizational Systems

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

3.1 Operational Management

Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 Resource Management

Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

Domain 4 – Culture and Climate

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

4.1 Family, Community and Stakeholder Engagement

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

4.2 School Culture and Climate

Establishes a positive climate for student achievement as well as high expectations for adult and student conduct.

4.3 – Equitable and Ethical Practice

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

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date August 18, 2016

Decision Requested X Agenda Code 10.a

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2015-2016

Summary of Issue: The Superintendent's Annual Report summarizes the significant events and issues of the preceding school year. This report is incorporated into the Town's Annual Report.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2015

Ending Date of Program or Project: June 30, 2016

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2015-2016 school year be approved as submitted.

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Superintendent's Annual Report 2015-2016
 2. _____
- lb #16.agndaboe.1617.suptsannualreport.docx

SOUTHINGTON PUBLIC SCHOOLS



Superintendent's Annual Report 2015 ~ 2016



**Superintendent's Annual Report
2015-2016**

Southington Board of Education

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Steven G. Madancy, Assistant Superintendent of Curriculum and Instruction
Sherri P. DiNello, Director of Business and Finance
Margaret T. Walsh, Director of Pupil Services
Peter J. Romano, Director of Operations
Jamie Olander, Director of Technology
Kimberly Hunt, Personnel Manager
Jennifer S. Mellitt, Accounting Manager

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SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2015 ~ 2016



Superintendent's Executive Summary

SUPERINTENDENT'S EXECUTIVE SUMMARY

The Southington Public Schools started the 2015-2016 school year with new administrative leadership in a key central office role and new administrative leadership in a number of schools. The appointment of the new Assistant Superintendent was a major accomplishment for the Board of Education given the significant role in shaping instruction, supporting and improving professional practice and promoting policy development inherent in the position. At the same time, Southington High School, John F. Kennedy Middle School, Hatton Elementary School, Strong Elementary School and South End Elementary School all welcomed new Principals. At the high school and middle school, experienced administrators from within the district stepped up into these key roles. The new additions to the Administrative Leadership Team at the elementary level added a fresh perspective and fresh ideas to the mix. The Pupil Personnel Services Department also experienced an influx of new leadership with two new Coordinators of Special Education joining an already talented team of professionals. In addition, two long time members of the Southington Public School family moved from their classroom roles into Assistant Principal positions at Southington High School. Also, the district experienced an influx of new ideas, energy and enthusiasm through the appointment of a new Athletic Director. The blend of veteran district administrators and administrators new to the district provided a rich environment for the cultivation of ideas and for creative problem solving. The capacity of the district to promote and sustain growth and change increased significantly as a result. The same statement can be applied across the district. Although some very talented professionals retired or moved on to other phases of their career, the district has been very fortunate to be able to recruit and employ both experienced and early career professionals. The Southington Public Schools professional staff are becoming somewhat more diverse in terms of their training, their background and their experience. All of these changes, when taken together, add up to an enormous benefit for the students and families of our community.

The work involving Personalized Learning for students that began in 2014-2015 was continued and extended in the past school year. As the Administrative Leadership Team became more engaged in didactic and reflective professional development regarding personalized student learning, actionable items and ideas began to emerge. The Leadership Team allowed the process to shape an emerging design rather than establishing a design a priori. This approach allowed each member of the Administrative Leadership Team to literally learn at their own pace and in their own way. It was and continues to be extremely important to view this initial work as building capacity within the district at a variety of levels. At the same time, some work around Mastery Based Learning, in particular, was implemented via pilot activities. This work proved to be very successful and expansion of those pilot activities is planned for the 2016-2017 school year. It is clear that the work in this area is a multi-year effort, one that must be built over time during successive school years. The district has formed collaborative partnerships focusing on this work with other school districts, both locally and in other areas of the country, and with professional organizations such as EdLeader 21. These collaborations will help to continue and expand our capacity building efforts.

The district continued to focus on improved student performance. Research shows that the single most important factor in how students perform academically is the quality of the day to day instruction. During the 2015-2016 school year, the Southington Public Schools began building the

internal infrastructure necessary to insure the highest quality of day to day teaching and learning. This infrastructure has several key components that are outlined below.

The curriculum development and renewal process was revamped and realigned to reflect realistic timelines and to account for all of the work that has been initiated or completed already in accordance with the efforts to implement Connecticut's Common Core Standards. The committee that has been focusing on Educator Evaluation was redesigned and renamed as the Professional Development and Evaluation Committee to reflect the emphasis on professional development that, research confirms, leads to continuous improvement of professional practice. All of these areas are interrelated and interdependent; however, there are three additional areas that are specifically connected in explicit and complex ways.

The Southington Public School District has always embraced Early Intervention and was an early adopter of the principles and practices embedded in the Early Intervention Program (EIP) model. During the past school year, the district began to make the transition from EIP strategies to the Scientific Researched Based Intervention (SRBI) model. Each school developed an SRBI team through an internal process that involved a self-study, internal dialogue and assistance via central office support. The school based SRBI teams will be involved in ongoing professional development to continue to build understanding and capacity. The work of the teams will be enhanced as the district moves into year two of training and implementation of Schoolnet, a sophisticated, web-based platform and data warehouse program. Schoolnet is a tool for consolidating and analyzing student performance data and for creating authentic student assessments. Schoolnet houses straightforward, yet complex, sets of data and information. Staff from across the district were very involved in professional development during the past year that was designed to increase understanding and build capacity with regard to use of this tool at the district and school level. The third area, the creation and development of a District Data Team was designed to support the work of the SRBI teams and to draw information used in the decision making process from Schoolnet and other sources. As Schoolnet tools are employed to a greater degree system-wide, additional data will become available. The data reflecting student performance will be used by the District Data Team to evaluate the effectiveness of instructional programs district wide and to make decisions based on that data. As the District Data Team evolves, a natural extension will be the creation of school-based data teams and department or grade level data teams. The work will become inextricably linked with that of the SRBI teams in every school.

In summary, the Southington Public School District continued on the path to excellence through diligence, dedication and hard work. The professional staff worked to build capacity as described above and to establish the internal organizational infrastructure that will allow the district to become more intentional in its actions, with instructional decisions guided by the data on student performance in many areas both academic and non-academic. The focus continues to be on incremental and continuous improvement in professional practice in all areas. Although the improvements in programs and services are incremental in nature, they are significant in terms of the overall impact on students and families and significant with regard to the positive impact on the community at large.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2015 ~ 2016



**Assistant Superintendent for
Instruction and Learning**

ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

The 2015-2016 school year proved to be another successful year. The district worked hard to strike a balance of building on, or maintaining, all that impacts the current daily education of our students, while beginning to build shared capacity and understanding of all that will be essential in transforming our system into one that is forward looking to the future and the 21st century skills that our students will need to be successful upon graduating from the Southington Public Schools.

With regard to the above-mentioned, much effort and attention was put towards the following:

- Reviewing all district policies and regulations with the intention of updating or adopting policies to comply with legislative mandates or adopting policies that developed out of local interest reflecting the beliefs and philosophies of the Board.
- Developing a Curriculum Network that assures a guaranteed and viable curriculum and provides staff with support and oversight throughout the development and revision process. Within this Network, there is now an integration of technology to ensure digital access and consistent formatting for all staff, a revision to the renewal and adoption process, and an authentic vetting process throughout to ensure only the highest quality curriculum is provided to our staff.
- Shifting away from a Teacher Evaluation Committee towards a Professional Development and Evaluation Committee. With the previous focus on teacher observation and other evaluation requirements behind us, the committee enjoyed a shift to the support component of the Teacher Evaluation and Support Plan. Various systems and mechanisms were employed to provide all staff, district-wide, with opportunities for input as to the needs and desires for their own professional growth and development.

In addition to the efforts and attention placed on the above-mentioned priorities, Southington has also held true to fostering its own institutional growth and improvement by embracing the following initiatives, which include but are not limited to:

- Review and action around our district early intervention system (SRBI-Scientific Research Based Instruction) including consideration of staffing, scheduling, resources, criteria and best practices across the district in the area of literacy, with an eye towards numeracy for the 2016-17 school year.
- Investigation of possible expansion of World Language across our elementary schools and into grade 6, as well as review of languages offered and opportunities for change.
- Implementation of the learning management software SchoolNet, utilized to assist teachers in the assessment and analysis of student learning.
- Building capacity and initial understanding around the ideas of our district's "Vision of a Graduate" and the 21st century skills our students will need to be successful for life beyond the Southington Public Schools. These conversations and presentations included challenging the notion and origin of the Carnegie Unit, the current practice of grading as a way of measuring what our students know and are able to do, and how many of the jobs we may be preparing our students for don't currently exist in today's society.
- Establishing a District Data Team to identify and define the Performance Indicators we will use to measure the progress of our students with the indicators serving as levers to maintain a focus on district priorities and inform future budgeting and staffing processes.

Going forward, there will be a continued focus and effort on the above-mentioned initiatives with the goal being further development and refinement of all, while limiting the introduction of new initiatives and protecting the district from competing interests. It is a shared belief amongst the district's leadership that in

order to be successful in our efforts to change and grow as a district, it is prudent to move slowly and react deliberately to the readiness of our staff and community.

Policy work will need to continue at an improved pace to keep up with the ever increasing amount of mandates originating from each legislative session. Additionally, curriculum work will always be ongoing due to the cyclical nature of our renewal cycle and the reality that within stages two and three of our instructional units there is always an opportunity for refinement or improvement based on results, input, and the evolving use of technology as a tool for teaching and learning.

Lastly, all initiatives in the latter portion of this summary relate to our adopted Performance Indicators that will be used to measure our progress around district priorities and it is our responsibility to react accordingly to the data that we receive from this process including areas of growth and areas in need of improvement. Many of these initiatives are systems, tools, or changes that will need to operate at their highest efficiency in order to realize the truest potential of our district and the brightest of outcomes for all students in the Southington Public Schools.

SOUTHINGTON PUBLIC SCHOOLS

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Director of Business & Finance

BUSINESS OFFICE

The Business Office has accomplished the following items during the 2015-2016 school year.

Contract Negotiations ~ Southington Education Association (SEA)

The Director of Business and Finance, Sherri DiNello, worked with the Southington Board of Education and the teachers union on a new three-year contract for the period of July 1, 2016 through June 30, 2019. The new contract includes language changes as well as the High Deductible Health Plan (HDHP).

Contract Negotiations ~ United Public Service Employees Union (UPSEU) Local #424 – Unit 50

The Director of Business and Finance, Sherri DiNello, worked with the Southington Board of Education and the para-educators / ABA therapists union on a new three-year contract for the period of July 1, 2016 through June 30, 2019. The new contract will implement language changes as well as a High Deductible Health Plan and the opportunity to increase hours for current part-time staff to allow more continuity of services for the Board of Education.

Wellness Program

Wellness Information Workshops were held for all certified teachers, nurses and nonunion staff. The wellness screening requirements were explained for 2016 compliance. Online posting of requirements were shared in addition to email reminders.

High Deductible Healthcare Plan (HDHP) and opening of Health Savings Accounts (HSA)

Information sessions were held in regard to educating staff on the High Deductible Healthcare Plan (HDHP) along with coordinating the set-up of their Health Savings Accounts (HSA), coordinating on-site meetings with bank representatives, and sending paperwork electronically to make the transition for teachers easier.

Budget Development

The Board of Education 2016-2017 operating budget was funded by the Board of Finance and Town Council with an increase of 2.36%. Due to the delay of the Governor's budget, a reduction was taken by the Town Council for the anticipated loss of ECS (Excess Costs) funds. An appropriation is anticipated to restore \$625,917 (at minimum) to the operating budget for an increase of 3.06%.

Food Service Program

The Food Service Program had an Administrative Review by the State Department of Education Nutrition Program this year, which is usually conducted every three years. One of the recommendations was for all the school Determining Officials (DO), which is the school secretary and principal, attend a training workshop on "Processing Free and Reduced Price Meal Applications" for consistency across the district. The overall feedback from the review process was extremely positive.

ACA 1095 Reporting

The Director of Business and Finance gathered data needed to file the appropriate forms with the IRS working with the payroll and technology staff to utilize our financial software system to produce the forms. This was a very large project that took weeks to complete due to the data collection required.

Payroll and Activity Accounts

The payroll, activity and school lunch checking accounts were all opened at Farmington Bank this year. Farmington Bank was the successful vendor of a Request for Proposals (RFP).

Employee Time and Attendance System

The payroll staff worked throughout the year on setting up and interfacing TimeClock Plus with our Alio software. Secretaries, maintenance and custodial staff are all successful users of the system and para-educators will utilize the system in 2016-2017.

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Director of Operations

OPERATIONS OFFICE

The Operations Office has accomplished the following items during the 2015-2016 school year:

Construction

- The middle school construction projects were completed at both middle schools. Major items in the last phases of construction included the building standby generators, courtyard, and completion of the exterior grounds.
- Derynoski Elementary School received a new fire alarm system. The existing system continually malfunctioned and parts were no longer available. The new system is an addressable system similar to the middle schools. It was sized appropriately to be reused should Derynoski ever be remodeled.
- Derynoski Elementary School had nine (9) electrical panels that were still of the old fuse type panels. Those panels were converted from fuses to circuit breakers bringing all panels up to current electrical code.
- Southington High School Atrium roof replacement is under way with an anticipated completion in early August. The project includes the removal of the existing dome shape roof which has been prone to leaks. The Atrium area will be replaced with a structural glass hip roof.

Energy Conservation

- NORESKO – The town initiated energy performance contract with NORESKO was completed. Work included replacement of roof top heat/air conditioning units, water source pumps, hot water heaters, energy management system upgrades, new energy efficient electrical transformers, and upgraded lights. Total value of the work is approximately \$10,000,000.00
- Solar Initiative – Plantsville Elementary School and South End Elementary School photovoltaic systems comprised of solar panels were completed and brought on-line at both schools. Plans are underway for the installation of similar systems at Hatton Elementary School and both middle schools.
- Clean Energy Grant – Working with a town grant, we are replacing the existing site lights with energy efficient LED lights at South End Elementary School, Plantsville Elementary School, and the Municipal Center. We also replaced some outdated heating components at Derynoski Elementary School with state of the art, efficient equipment.

Transportation

- Video Recorders on Buses – Video recorders were installed on the buses in an effort to further promote safety for all students. A system was developed and implemented for the appropriate parties to review the videos on an as needed basis.
- School Access Walk – A school access walk was constructed through Memorial Park along with some crosswalks added in the area of J.A. DePaolo Middle School. This was completed through the Safe Routes to School program. It promotes safety, a greener environment, and health for the students.

Buildings and Grounds Maintenance – Health and Safety

- Energy Management Systems – We have continued to expand our ability to improve the energy management systems district-wide. Seven (7) schools are now on-line with the ability to remotely schedule energy usage. There is even the ability to control the site lighting as some of the schools.
- Generator Testing – A generator testing and maintenance program was officially implemented for the generators district-wide. Generators are put under a full load test on a monthly basis to confirm functionality should the buildings lose power.
- Playgrounds – New playground features were installed at Thalberg Elementary School and Flanders Elementary School.
- Asbestos and Radon Testing Programs – Ongoing management of the state mandated asbestos removal and reporting continued. Air quality testing for Radon was performed as per EPA and state guidelines for ongoing testing in the schools.

Administrative Enhancements

- The Operations Department continues to build its electronic infrastructure. Operations works closely with all of the schools in the district. The transition to electronic documentation for the department has allowed for greater efficiencies and information sharing throughout the district. A considerable amount of work has been moved to the Google Doc format including sheets and forms for transportation tracking logs, transportation requests and complaints, snow removal vendors and events, lawn maintenance vendors, and custodian scheduling.
- We have initiated the development of a Building Asset Identification database. The database will be primarily for long-term asset monitoring and capital planning.

District-wide and Town Collaboration

- Safety and Security Plan – The Operations Department continues to participate in a collaborative partnership with school and town officials to improve the school security and safety plans for each school.
- Shared Resources – Collaborating with the town, we have (1) had maintenance staff trained on all NORESKO installed mechanical equipment installed at town buildings, (2) completed repairs and service calls at town buildings, (3) reduced dumpster and labor cost with waste being handled directly at Bulky Waste, and (4) joined the town with shredding services.

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Personnel Manager

PERSONNEL OFFICE

The Personnel Office continues to provide the necessary services to obtain the most “highly qualified” staff in order to support our student population, as well as support current staff in all aspects of their employment. During the 2015-2016 school year, the Personnel Office completed the hiring and processing for a record 53 new teachers and eight new administrators.

Some specific work that was accomplished within the Personnel Office includes:

Substitute Scheduling

The 2015-2016 school year is the first full year that we have been using AESOP for our substitute placements. The program was fully instituted by December 2014 and is working well. However, we still have an issue with obtaining available substitutes. One of the major reasons is that this year we had to limit substitutes working to four-days per week because of health care laws (“Obamacare”) that reduced our available number of weekly work hours to a maximum of thirty (30) per week, per substitute.

Substitute Training

Every August, we hold our substitute teacher training. During this three-hour session, current and new substitutes were walked through Title IX training, mandated reporting criteria, dress code, and procedural expectations. In addition to this in-person training, substitutes also now view the mandated “Blood-borne Pathogens” and “Food Allergy” videos online.

New Teacher Orientation

Each year, the Personnel Office works with the assistant superintendent’s office in coordinating the New Teacher Orientation. These meetings run for two, half days immediately prior to the return of teaching staff. Similar, in some aspects, to the substitute training, it includes Title IX training and mandated reporting. It also includes technology training on PowerSchool, production of a web page, and GradeBook.

Driver Verification Log

This year, the Special Education Department at Southington High School added van transportation to assist with those students who go out into the community to work during the school day. A Department of Motor Vehicles (DMV) requirement when a vehicle to transport children is used is a “Driver Verification Log” that contains license information on all drivers, an annual driving record report, annual training, and random drug testing. The Personnel Office was charged with setting up and maintaining the information and training required. In preparation to do so, two members of the Personnel Office staff completed a course on “Drug and Alcohol Awareness” and on behalf of the district entered into an agreement with Concentra to be a member of a consortium that handles the “random” piece of the drug testing requirement.

Review of Hiring Practices and Procedures

During the 2015-2016 school year, a committee was formed comprised of an administrator from each level, personnel manager, and the executive assistant to the assistant superintendent for the purpose of reviewing current hiring practices and procedures. This committee has made

recommendations to the superintendent to change some of our longstanding practices and to update our interview grid and forms. The new information will be compiled into a "Hiring Handbook" so that all new administrators will have the most up-to-date information available to them.

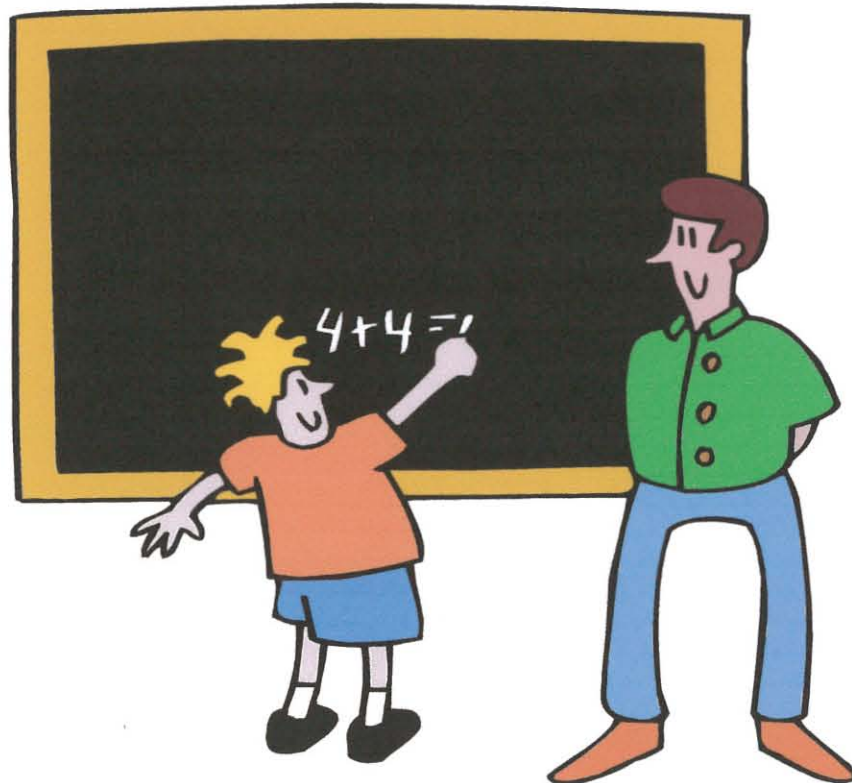
Work to be accomplished in the 2016-2017 school year includes:

- Updating certified staff job descriptions and having all job descriptions in electronic format and available online.
- Working with the TEAM Facilitator to engage/train an in-house TEAM Mentor/Cooperating Teacher trainer.
- Update the Personnel Procedures Manual.
- Find a resolution to the substitute shortage issue.

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Director of Pupil Services

SPECIAL EDUCATION DEPARTMENT

The Special Education Department welcomed new leadership this year as we were able to add an additional coordinator position to the department. The restructuring of the special education department will allow additional and equitable support to all of the schools. Areas of focus this year included refinement of the work throughout the district, including, but not limited to:

- Creating a continuum of services for students in all of the schools.
- Policy and Procedures Manual for Special Education uploaded to website.
- Program development for the transitional students (18-21 year olds).
- Expansion of existing in-district programs to meet the needs of our students.

Additional components were identified as areas of need. Included in this list were:

- Maximizing resources (including staff, time and materials).
- Developing legally defensible IEP's.
- Guidelines for 504 Plans using 504 Direct.
- Evaluating contracted services between Southington Public Schools and various agencies/companies.
- Partnering with the Parks and Recreation Department and families to create a summer recreational program, which is self-sufficient in terms of funding, for students with significant disabilities.
- Establishing a process for Homebound Tutoring Instruction.

State and Federal Compliance

The Special Education Department must maintain compliance with the federal regulations of the Individuals with Disabilities Education Improvement Act (IDEIA) and Connecticut State Regulations/Statutes for Special Education. The Connecticut State Department of Education reports annually on state and district progress on 20 performance indicators in special education. Southington's most recent District Annual Performance Report indicated that we are a district that "Meets Requirements." This rating (based upon the 20 indicators) is determined by ongoing data collection, SEDAC reports and numerous other state monitoring reports.

Community and Parent Partnerships

In order to maximize services for students we must work together to best meet their needs. Collaborating with our parents, community stakeholders and state agencies is imperative in order to ensure that students with disabilities have an opportunity to have the quality of life to which they are entitled. Our department has worked closely with our families, community agencies and state programs this year to continue to bring these resources into students' lives. We have facilitated parent workshops that were made available to our families this year as well as participating in community-based programs to promote partnerships. Including but not limited to: Camp RISE Parks and Recreation Program, STELLAR Program at Lincoln College for transition students, Participating in Second Steps meetings, MORE Commission appointment as Committee Member at the State Department of Education; attending community functions to support students/families and the ASSET program for students and families of high school students who are on the spectrum.

Student Achievement

It is imperative that student's IEPs (Individualized Education Program) are aligned with the Common Core State Standards and that we continue to strive for best instructional practices in our classrooms. Whether it is team teaching, direct explicit instruction, special education inclusion support, or pull out sessions, we must engage our students in rigorous meaningful instruction. In order for our students to be successful, we must work together with curriculum content teachers as well as other specialists in our schools.

School Readiness and Prevention

The Preschool Program continues to grow in numbers every month. The work of the Early Childhood Collaborative and the Three-to-Three partnerships (Age 3 to Grade 3) has heightened the community's awareness of the importance of early intervention and prevention. Southington's preschool classrooms (three at Hatton and one now at Strong Elementary), our Family Resource Center (FRC) and our partnering with Birth-to-Three agencies have provided support and guidance to our families who have young children who are developmentally delayed. The Applied Behavior Analysis Program (ABA) data at the preschool level demonstrates that these young children are benefitting from this scientifically researched-based methodology.

Elementary Level

Continue to create a continuum of services at the eight elementary schools ranging from inclusion services to a self-contained model. The majority of student's academic instruction will be in the resource room and they will join their typical peers for lunch, recess, specials and other times during the day that are deemed appropriate per student's IEP. The Board Certified Behavior Analyst (BCBA) providing direct support to teams, as well as students, has increased the school's capacity to have challenging students remaining in their neighborhood schools.

Middle School Level

A Special Education Coordinator was assigned to both middle schools as part of the reorganization of the Special Education Department. This allowed for a laser-like focus for the two district-wide middle school programs. The EASE program at Kennedy Middle School and the TEAM program at DePaolo Middle School have both provided structures and resources so that these identified students can remain in-district for their education program. We have been able to increase numbers of students that can remain in-district at both programs. Each year, we continue to strengthen the programmatic structures as well as fine tune services so that these children are able to access all aspects of their education.

High School Level

The Transitional/Vocational Program continues to expand with more students obtaining a place in the workforce. The partnership with Lincoln College for the 2016-2017 school year will only enhance the current structure of the transitional programs. The coordinator assigned to the high school is now housed at SHS and has strengthened her role as an integral part of the high school leadership team. We continue to expand the two district programs at the high school; one for students with emotional challenges and the other for students with significant disabilities. Unified sports, unified theater and the Best Buddies program continue to have a positive, life-long relationship between the identified students and their typical-aged peers. We are also working on the re-design of several of our special education course offerings including possibly awarding credit for students participating in Academic Support as well as defining the various levels and content of specific classes.

Next Steps

For the 2016-2017 school year, we will continue on sharpening our practices and procedures. We need to overhaul the filing process in terms of how we file information, best practices for the keeping of records, who is responsible for upkeep of files and how we organize these records. The Special Education Department will continue to maximize resources for students. There are many excellent supports available to students from ages three to 21; however, we need to pull them together and develop systematic practices across the district. The restructuring of the department has allowed the coordinators to be highly visible and involved in the day to day operations of their schools. They also serve on district-wide committees to reinforce collaboration efforts among regular education and special education staff. Supporting new staff is one of our focus areas this year as well by providing the time and resources so that we have the best teachers with our students. The department has determined that, as a district, we need to create guidelines and templates for any and all IEE (Independent Educational Evaluators) as currently there are no industry standards.

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Director of Technology

TECHNOLOGY OFFICE

The 2015-2016 school year was full of district-wide projects, new equipment, and ongoing long term planning.

The following were the major technology initiatives accomplished this past year.

Middle School Projects

The Technology Department continued to work in conjunction with the Building Committee to finalize the completion of the new Middle Schools. All network electronics, telephone systems, furniture, fixtures and equipment (FF&E) have been approved and ordered. Meetings with the middle school administration have continued throughout the school year and will be ongoing in order to account for all technology needs until the completion of the project.

Schoolnet Project

The Technology Department developed a Schoolnet leadership team to begin the district-wide implementation of Schoolnet, a leading online assessment and reporting system where learners can see their progress in real time and know where they need to improve while teachers and administrators can create online tests, analyze data, and better plan instruction. Implementation began in February 2015 and will continue with district professional development in the upcoming school year.

Infrastructure Upgrade

The entire district's network infrastructure has been updated. Southington High School will be the main focus for the 2016-2017 school year. We replaced all main core switches in all schools including secondary data closets (IDF - Intermediate Distribution Frame). We completed the Installation of CISCO POE switches, which allowed us to give Wi-Fi access to all schools and better administer CSDE SBAC/AP testing with all our Chromebooks and MacBooks. We will continue to expand Enterprise Wi-Fi access across the district. We will also continue to budget for Infrastructure upgrades, which include funding for equitable access to technology and in preparation for online testing.

Website

A website upgrade is slated for completion in the 2016-2017 school year. This new design will make our web design and software fully responsive, meaning whether someone visits a site from their smartphone, tablet or desktop, they get the same seamless and interactive experience. This new design will be easier to navigate and find information. The technology team will be migrating over 4,000 pages to the new site.

Office 2016

We are in the process of upgrading all the office and classroom computers to the new version of Microsoft Office.

Affordable Care Act

Starting in 2016 (for the 2015 tax year), Southington Public Schools was required to issue a new tax form, Form 1095-C under the Affordable Care Act (ACA). It contains detailed information about the medical coverage offered to staff and their dependents. The technology team completed the printing of these forms and will process these electronically to the IRS adhering to strict deadlines.

Practice Revisions/Development

The Technology Department implemented two district-wide practices. All service requests must be entered into our Solarwinds Web Help Desk ticket system. This practice allows the department to have complete control over help desk ticketing by automatically converting emails to tickets, routing and assigning tickets to groups. It also allows us to save time, money and overhead by enabling end users to resolve recurring and known problems, while building a Knowledge Base. We, also, began collecting devices over the summer. This new practice allows the technology team to take inventory of our equipment, check the condition of the hardware and software, and save money by proactively fixing devices that are still warrantied.

SOUTHINGTON PUBLIC SCHOOLS

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2015 ~ 2016



School-Based Activities



Southington High School

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Principal
Brian Stranieri

Assistant Principals
Rich Aroian
Michael P. Halloran
Dianne Holst-Grubbe
Jeff Shaw

Annual Report 2015-2016

Enhancements

Southington High School (SHS) continued to focus its efforts on teaching and learning this past year. The College Board continues to recognize Southington High School for maintaining the number of students that participated in AP courses this past school year. Two more AP classes have been added to our curriculum. They are Macro-Economics in Business and Computer Principles in Math. Our UCONN Early College Experience (ECE) program continues to grow also. We have added Spanish IV and Economic Principles. The number of students who are signing up for classes that would lead to college credit for all students also increased for the third year in a row. Additionally, U.S. News and World Report identified Southington High School as the 38th best high school in the state and “One of America’s Best High Schools” for 2015-16. The AP classes held their Fifth Annual AP Expo in the SHS cafeteria on Tuesday, May 31st. The annual College Fair provided SHS students and parents an opportunity to connect with over 90 colleges and universities. Over 1000 people attended this event.

SHS spent a significant amount of time administering the SAT School Day test on March 2, 2016. The whole day went well. Science students continued to take the CAPT test. The teacher evaluation system continues to improve now that we have completed our third year. Many parents have commented that they are very happy with the parent communication goals and that they have seen a dramatic increase of communication between the school and the home. The School Improvement Team (SIT) continues to focus their work on the improvement of teaching and learning. Department chairpersons then work directly with members of their departments to look at data, common formative assessments, and work together in collaborative groups to make informed decisions about how to improve instruction. Teaming in Grade 9 continued for a third year and continues to be a very successful program. These teams provide the level of communication necessary between the teachers, students, and families so that the transition to high school is as smooth as possible. Student voice and empowerment continues to be a focus at SHS. Students in our ABC team (think tank) are valuable contributors to school-based decision making. The athletics programs, under the direction of our new Athletic Director, Mr. Greg Ferry, continued to listen to the voices of student-athletes as the Knights of the Roundtable continued through this year.

Celebrations

Southington High School had much to celebrate during this school year. Mr. Brian Durbin was honored by the Board of Education as our “Profiles in Professionalism” awards recipient. The Order of the Blue Knight was given to Erik Semmell and John Shea for all of the numerous hours that they have volunteered over the years. The work with the Chamber of Commerce continued to expand as Nancy Chiero, program coordinator for our Training for Tomorrow program, provided 75 students an opportunity to apply for internships. Thirty-five of these students were placed in internships. Twenty-five students wanted medical careers, forensics, forestry, police, criminal justice, psychiatry, scientist, or a career that we were unable to find a

match so they were part of the career speaker's day. The remaining 15 students never completed the program due to commitments to sports or extra-curricular activities. More than 150 students listened to guest speakers on careers. We continue to celebrate the great success of our co-curricular activities. The SHS Band continued to dominate other state Bands by winning another State Championship. Our Robotics team won numerous awards including the state and New England District event. They also attended the World Championship in St. Louis, Missouri for the second straight year finishing fourth in the World. The FFA, DECA and FBLA Clubs continued their state dominance being named as one of the best vocational programs in the state of Connecticut. Unified Theatre, Unified Sports and Best Buddies programs continued to shine. The Key Club continued to be instrumental in the success of our school-based events through their significant contribution of time and community service. Relay for Life continues to be held at SHS and receives numerous support from many students, faculty and clubs from SHS. Project Lead the Way (PLTW) continues to grow and excel as our seniors presented their projects and inventions on May 25th during senior night. The Physical Education Department continues to do well on our State Physical Fitness test. This year, 67% of our sophomores reached goal. The Music Department held many successful events including "Music of the Knight", Veterans Day concert, Chorus and Jazz Holiday Concert in December, followed by a very successful Spring Jazz concert in May. The Art Department presented its annual Art Show to the community in the SHS Auditorium lobby in May. The Drama Club held successful fall and spring drama programs and had numerous students nominated for the HALO awards. The Math Team competed for the first time in school history at the State Math Competition. The Language Arts Department had four students compete in state-wide oratorical contest. The World Language Department was honored by the Southington UNICO Club at a banquet in May that recognized members to the World Language National Honor Society. Numerous students were recognized by every department in our school as top students in each department at our annual Awards Night back in May. On Thursday, May 19, 2016, 114 students received 252 scholarships from local families, clubs and organizations during Scholarship Night. Additionally, with the help of our two literacy teachers, and a number of their colleagues, multiple successful student book clubs were held this year. These book clubs spread the love for reading and the opportunity for leadership to a significant number of our students. A partnership was developed with our local elementary schools as students from all schools visited each other and talked about reading throughout the year. The Southington Athletic Department had another strong year both on and off the playing the fields. The Athletic Department was given the Winter Sportsmanship Award and managed to have nine of our teams win the Central Connecticut Conference Championship. The Athletic Program had 16 teams qualify for State Competition. The Gymnastics Team finished as the State-Runner-up while Football, Girls Volleyball, and Softball all made it to the State Semi-Finals. The Boys Volleyball, Boys Ice Hockey and Baseball Teams made it to the quarterfinals. We had numerous state qualifiers in Girls and Boys Swimming as well as in Girls and Boys Track and Field. Each year, numerous Southington High School athletes make their way into the college athletic ranks. There were five student athletes who signed national letters of intent while 15 more athletes will be continuing their careers on Division III or Prep School Level.

Ongoing Work

Our goal for next year will be to continue our focus on improving teaching and learning, civic consciousness, and character development at SHS. We are looking forward to developing an SHS Foundation that will work directly with members of the Wall of Honor that Mr. Brown has championed for years. Mr. Brown and I, along with Michelle Zommer (SHS class of 1979), are excited to begin working on this project during the 2016-17 school year.



ALTA

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18.

Jess W. Levin
Director
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Annual Report 2015-2016

Enhancements

This is the end of my seventh year as the Director of the Alternative program (Alta). In my tenure, one of my priorities was to build and preserve a strong connection and relationship with Southington High School. For the second year, Alta students are eligible to take classes at SHS as part of their academic program. This year, we had five students taking classes at Southington High School. Alta students also went to the Junior and Senior Proms and participated in Class Day.

We continue to update our building technology and integrate it into our teaching and learning. As of this summer, every classroom will be more interactive. These upgrades will assist teachers in being even more interdisciplinary in their instructional approach, and will also help personalize learning for all students.

Celebrations

Six students made second honors and eight made first honors during the 2015-2016 school year. Alta has 13 seniors graduating this school year. One graduating senior has committed to the United States Navy. Others are working or have plans for post-secondary education. Alta students attended different educational field trips with students from Southington High School including the Aerospace Manufacturing trip and the Construction and Manufacturing trip. We continue our partnership with the YMCA and thank them for their support of the Alternative program. Students in good academic standing can obtain monthly YMCA memberships. Alta students continue their partnership and collaboration with the fifth year seniors from Southington High School. Their participation in events during the school year continues to be a highlight.

Ongoing work

We continue to work on expanding and diversifying our curriculum to serve the different academic needs of the alternative student population. A strong focus on transition planning for graduating seniors will continue as they make the jump from high school to the “real world.” I will be pursuing new opportunities for students to obtain internships and work experience for the upcoming school year. Alta students have begun volunteer work in some of our elementary schools and I hope to expand this mission in the coming year with the help of Karen Smith, retired Assistant Superintendent, who has been volunteering at Alta.

Frank Pepe
Principal

Joseph A. DePaolo Middle School

Christopher J. Palmieri
Assistant Principal

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Annual Report 2015-2016

Enhancements

The Joseph A. DePaolo Middle School (JAD) community just completed another banner year. The building's grand opening celebrated the successful completion of the renovate-to-new project and was well attended by community members. As the year progressed, the community involvement expanded during the Second Annual Taste of Culture Night. Hundreds of participants came together to celebrate the wide range of cultures and sample delicious dishes representative of each.

Once again, JAD was the top earner of Stop and Shop's A+ Rewards Program. Moving past last year's mark of \$5,425.94, we ended the year presented with a check worth \$7,350.41. Joseph A. DePaolo Middle School truly appreciates the support from our families as well as our local Stop and Shop. The funds are slated for future cultural and academic experiences for all of our students.

Celebrations

School to home communication continued to be a focus for JAD teachers this year. More importantly each teacher designated a target number of positive contacts to make throughout the year. Hundreds of Good News Cards, emails and phone calls were sent or placed to celebrate the academic and social progress of our children. Students of the month were recognized every four weeks and were nominated by the teaching staff. These students serve as role models for all others through their achievement and character. There were 320 students recognized by being placed on the Principal's List. These students were invited to one of three Bagel Breakfasts held over the course of the year. The focus of JAD is to celebrate our students publicly for their academic achievement and or good deeds. Drawing student attention to the positives makes similar actions contagious.

Ongoing Work

The dedicated staff of JAD continued to unpack new standards in certain subject areas to discover the degree of impact in classes throughout the school. This information compacted with a very conscious mission to move away from teacher directed lessons towards more student involved learning dominated the professional development for the year. Supporting teachers through this transition is critical to improving student achievement.

The Principal's Advisory Group, made up of students will continue next year. The focus of the group is to analyze discipline data. Last year, students calculated 93% of eighth graders, 97% of seventh graders and 96% of sixth graders never received a suspension or even an office detention. Students created posters hung around the school with the percentages advertising the vast majority of students do exactly what they need to do on a day to day basis. Next year, this same type of analysis will occur and students will brainstorm activities to "get the positive word out."



John F. Kennedy Middle School

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Annual Report 2015-2016

Enhancements

This year, the newly renovated John F. Kennedy Middle School opened its doors and began to actualize the possibilities this facility could provide. The restructured Unified Arts program offered a new course in technological education: Design in Technology (CAD). Architectural units, along with video production, highlighted this computer-based course. Another new computer-based course in Unified Arts, Digital Music, offered students work in the world of music production. Students in Grade 6 art classes began e-portfolios to house their work as they progress through their middle school years; literacy integration was in evidence as each piece of work contained a written self-reflection on why certain design elements or colors were used as well as a summary of its creation. The proliferation of computers within the building allowed for the expansion of Google classroom usage to the degree that it has become pervasive in our pedagogy. Teachers and students work within this site inside and outside of the school day. This capability has witnessed the iMovie becoming a consistent unit product in our social studies classes, an engaging and creative measure of learning.

Literacy monitoring/assessment began usage of the Scholastic Reading Inventory. Language Arts instruction saw continuous infusion of The Teachers College Reading and Writing Workshop model. Social studies and science curriculums continued writing and unit revision to ensure alignment to the new framework and standards. Mathematics began a pilot exploration in the use of Schoolnet interim assessments to track student progress. All teachers were introduced to the capabilities of Schoolnet in terms of generating data and assessment instruments. Lastly, in moving learning outside of the school walls, the district subscribed to *Britannica School* this year. This online program provides anytime access to encyclopedia articles, thousands of videos, images, learning materials, and educational games that deliver additional activities on subjects studied during the school day.

Our school's goal of student involvement has expanded. Something to appeal to all interests to entice after school participation continues to be our goal. Added to our 32 existing extra-curricular clubs and activities were the following: iMovie Club, Cupcake Wars, and Team Awareness. Of particular note, Team Awareness sponsored World Down Syndrome Awareness Day. In honor of this special day, March 21, all during the week of March 15-19, students participated in a fundraiser called "Dimes for Downs" and raised close to \$1,000!

An expansion in school-wide assemblies was possible given a finished auditorium. Jerry Ackerman, who has spoken to nearly one million students all around the world from New York City to Seoul, South Korea, presented his anti-bullying message: "I WILL DEFEND" to students in November. This highly regarded national speaker has authored six books, appeared on XM/Sirius radio and has become a leading voice for students across the nation. On November 10, for every grade level, local Veterans (Wayne White, Dave Brennan, and Lou Urso) presented the following message:

"... to raise awareness that there is a cost to freedom, that there have been and are those who have paid, are paying, and will pay that cost while wearing the uniform of our armed services in war and in peace, in visibility and anonymity. These men and women deserve America's recognition, gratitude, and honor."

Our own science teacher, Glen Dunham, former Merchant Marine Naval Reserve Officer, was recognized by the school as these veterans called him forward and “coined” him (given a coin for service “above and beyond”).

Freestyle Theater, courtesy of our PTO, entertained and educated our students as they combined a piece of history with a vocabulary word like *metaphor* from language arts and then framed an improvisation around them in an interactive show. For the first time in school-wide assembly, our Unified Theater performed its “Learning through the Decades,” a tribute to American music and dance from 1960-1990.

Celebrations

Fifty years old and now reborn! On Sunday, September 13, at 1:00, Kennedy Middle School held its Grand Opening. We welcomed the public through our doors for tours of our renovate-to-new building. Just prior to the tours, two of our Grade 8 students unveiled the building's commemorative plaque which honors those who invested time and effort to make this happen. At the start of the school year, our *Eagle Excellence* program was rolled out to celebrate the positives in the school day lives of our students. The program celebrates student demonstration of high behavioral expectations in the hallway, the classroom, the lavatory, and the cafeteria. Expectations focus on three core areas: being safe, being responsible, and being respectful. The program is laden with possible incentives for those who go above and beyond. Kennedy Middle School students continued to garner individual and team recognitions and awards for an array of achievements. One notable was an Apple Harvest highlight in Booth 11-Elks. Here one Grade 6 student and her brother showcased their original organic and recycled product line (organic bug spray, lotion, salt and sugar scrubs, body creams, and organic air fresheners). Another notable distinction was in eCybermission Competition where three Grade 6 girls achieved first place in state competition. They created a water filtration system that could be used in the drainage pipes around town to decrease the amount of pollution that enters the Quinnipiac River. In celebration of the myriad cultures that comprise our Kennedy family, our second annual *Taste of Kennedy* night was held. Lastly, our Kennedy family saw the passing of our long-time science teacher, Joseph Cipollini. Generations of Southington students learned from this man that schoolwork and fun can, actually, become a compound as Webster's Dictionary states. “The constituents of the compound lose their individual characteristics and the compound has new characteristics.” This was his teaching style. Cip, who nicknamed so many students (Nicky Noodles, Vicky Seuss, The Terpatator, etc.), not only looked outside of the box but *stood* outside of the box. His favorite sayings such as, “You're smarter than I look” shall not be forgotten. He shall be missed.

On-going Work

The greatest impact to programming instruction will be the expansion of Schoolnet use as our data management system. Creation of the School Data Team, to complement the district team, will find the perfect vessel to house the Schoolnet information. Programming enhancements begun in 2015-2016 will continue expansion. Integration of library/media instruction on valid research and avoidance of plagiarism will continue to witness library/media specialist co-teaching in social studies and language arts. Exploration of scheduling changes to accommodate SRBI intervention or world language expansion into Grade 6, both currently constrained or precluded by the eight period day, are planned next year. Construction and implementation of an SRBI program *NEST (Never Ever Stop Trying)* is set for 2016-2017 roll out. After CREC training in 2016-2017, revamped delivery of co-teaching instruction in Grade 6 language arts and math will be staged to occur with Grades 7 and 8 to follow in the future.



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Annual Report 2015-2016

School Accomplishments

The 2015-2016 year at Derynoski School was filled with new learning and excitement. We started the year with a new math resource, Ready Math, which teachers worked with their grade-level teams to roll out. With this new resource, teachers began their work of unpacking the new lessons during their common planning time with their grade-level teams. Teachers collaborated with the Math Specialists and the Math Coordinator, Dale Riedinger, to determine how to present each concept and what supplemental materials would be needed to ensure mastery. Practices in reading were enhanced with the new Lucy Calkin's materials which were full of wonderful lessons and performance assessments. Teachers were excited to dive into these new units of study and integration of these lessons clearly increased the rigor of instruction.

The units of study for writing aligned, in many cases, with the reading units which supported continuity of instruction. A new practice in both reading and writing included the integration of individual learning goals. Students were challenged to take more ownership of their learning through understanding expectations and identifying their own strengths and areas for growth. This occurred through the integration of formative classroom assessments and rubrics. Teacher facilitated goal setting was completed during conferencing and strategy groups and adjusted throughout the year.

Celebration

Our STEPS Program was enhanced this year with the integration of some components of the "Responsive Classroom" Model. Three teachers went to training in "Responsive Classroom" over the summer and worked with teachers to integrate components such as a morning meeting into their classrooms. Students initiated fundraisers raising over \$6,000 throughout the year facilitating leadership and community awareness. The veterans in our community were honored in different ways throughout the year starting in November with a celebration that included a "white table" ceremony. Students raised money to give iPods to veterans in the Rocky Hill Veteran's Home to support their rehabilitation. We are proud to say that when students leave our school they have an appreciation for what our veterans have done for our country.

Safety was addressed this year by reviewing our practices with our school based committee and staff. With the support of the Southington Fire Department a Tornado Plan was implemented and practiced this year with students and staff. Fire and Code Lock Drills were also practiced throughout the year.

The Derynoski PTO was very active this year integrating monthly family nights to encourage parental involvement in the school. Revenue from fundraising this year was focused on the building of a pavilion on the school grounds. This is in the beginning stages with the high school students in Project Lead the Way drawing up the blue prints. The PTO also sponsored an author visit, Steven Kellogg this year. This was a huge success and enjoyed by both students and staff.

Kindergarten

The Kindergarten team integrated the new Lucy Calkins Reading Lessons and new math resource, Ready Math, this year. As part of the Ready Math plan, the team designed, prepared and implemented math stations. The team worked hard to implement them with rigor and fidelity. In addition, we presented six parenting workshops for incoming Kindergarten parents and conducted a visit for the students. We also held a structured orientation program for new incoming Kindergarten families that included a workshop for parents to preview our curriculum. The team also conducted a Writer's Workshop presentation in May for the families. The team also hosted the Columbia lab sites four times, along with the Plymouth Public Schools. The team fostered a relationship with the Southington Care Center as part of our STEPS initiative in helping to build our connection with the community.

Grade 1

This year, the first grade team worked closely with the new Lucy Calkins Reading Units. The team planned weekly, based on the "Big Ideas" in each unit, and used each session to drive our instruction. We also continued to be a model lab site for Columbia in Reader's and Writer's Workshop. This year we received a new math resource, Ready Math. The team worked together to learn, implement and supplement our daily instruction. In writing, we were excited to start the year with a strong sense of the units and felt more confident in our instruction based on the fact that it was our second year with these units. We continue to get stronger at integrating science and social studies into our English Language Arts. Our word work was done with fidelity daily.

Grade 2

New reader's and writer's lessons by Lucy Calkins were followed closely. Students were instructed in narrative, informational and opinion writing. It was necessary for the team and Literacy Specialist to develop a few units since they were not included in the Lucy Calkins' kit. The non-standardized writing assessment tool that was developed by the team last year was continued with a better focus on author's message. A new and quite rigorous math resource, Ready Math, was implemented, which helped students develop higher level thinking and open ended problem solving strategies.

Grade 3

We have been a busy, hardworking team this year. We have recommitted to the Responsive Classroom Model. Productive Morning Meetings promoted the Developmental Assets and the STEPS program, as well as our Character Education. "Unpacking" the new Lucy Calkins units was a focus in the area of English Language Arts all year. Book Clubs were successful and encouraged stronger comprehension through conversation. Grade 3 continued to be a Columbia lab site with an emphasis on information and opinion writing. Google Docs was the platform used to publish many different genres of writing. The Grade 3 Team spent much time and effort organizing and planning Ready Math lessons. This resource embedded Common Core concepts and key language into our daily math instruction and elevated student discourse throughout. Grade 3 students created another beautiful mural with an Artist in Residence.

Grade 4

The Fourth Grade Team continued to align Reader's and Writer's Workshop to the Common Core. Close Reading strategies were emphasized with text dependent questions throughout the curriculum. Students also used the rubric to set personal goals for improving their reading comprehension and writing performance. In writing, we focused on narrative, opinion, and

informative writing. In addition, explicit instruction in grammar and spelling was implemented to help students learn how to edit and revise their own work. In mathematics, the new Ready Math resource was integrated across the grade level to more closely align with the Common Core. Students enjoyed a hands-on approach to science inquiry.

Grade 5

This year, we implemented a departmentalized structure. This structure gave us the opportunity to become expert in our content area. In math, we implemented the new Ready Math Resource. Additional resources supplied by the math department were used to challenge our higher-level learners. Integration of more collaborative reading and writing units were targeted this year with an emphasis on non-fiction. In science, students were given a choice between the Science Fair and Invention Convention. The developmental asset building blocks of the STEPS program could be seen throughout our classrooms, specifically through our Veterans' Program, Town Meetings, and Safety Patrol.



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School Accomplishments

Flanders Elementary School is part of a diverse neighborhood school community with strong connections to its parents and the general community. Our school mascot is the Flanders Falcon and our school slogan is “Flanders Falcons are trustworthy friends.” We continue to connect with the greater community by supporting Relay for Life, Community Soup Kitchens, YMCA Camp Sloper, Park/Recreation Programs and many requests for support from the community such as “Dress Down” days for charity. Our PTO supports our staff through fund raising to enhance our instructional and cultural initiatives. This year, the PTO’s hard work led to the purchase of addition iPad technology, an amazing national win that earned us a \$40,000 playscape, field trips, and family fun nights. The PTO also promotes positive family activities such as Family Picnic, Family Bingo, and Read Aloud Day, a winter “Read across America” Reading Program, Ski Club, Drama Club, Scouts and Flanders Cares programs. Last year, we added our Running Club and Art Club. This year, teachers and parents added Lego Club, Junior Art Club and Engineering Club. Our PTO continues their work of providing free family fun nights so that every family could attend and not worry about cost.

This academic school year our Continuous School Improvement Plan involved our continued work in the areas of student achievement and teacher accountability in four areas: CCSS Standards in Numeracy and Literacy, School Safety/Climate and School/Family Partnerships (focusing in on communication with parents regarding SRBI student progress). Key items and events that we are most proud of are:

- School and Home Connections via a Principal’s Coffee, Kindergarten Special Day Celebrations, Grade One First Fridays for Families, Grade 2 Readers Theater, Grade 3 Mystery Readers Program, and Character Museum, Grade 4 Writing Celebrations, and Travel Road Show, and Grade 5 Science Fair/ Invention Expo, and Living Museum, and grade level information in monthly newsletters.
- Instructional focuses for 2015-2016 included, but are not limited to: The Southington Public Schools Mission Statement, ABC School Asset Building Strategies, Writers’ Workshop, Readers Workshop, SRBI interventions, exploring resources and instructional strategies to help the struggling learner in reading, writing and social/emotional areas and progress monitoring and increased parent participation in academic celebrations and meetings.

We provided parents with Math Nights at PTO meetings. Teachers from each grade level shared important CCSS math information and instructional strategies for parents throughout the school year. Our work in student achievement will continue to focus on CCSS standards regarding reading comprehension and math literacy. We plan to continue to enhance our strong school/family connections with a variety of initiatives such as Literacy Nights, Numeracy Nights, and Instructional Celebrations, and Community Service Projects, parent involvement in our A.L.O.T./STEPS program. We have seen increased participation in PTO meetings and will be working with PTO leadership to have attendance increase in numbers.

Kindergarten

Kindergarten goals focused on early literacy skills to build a strong foundation for our beginning readers. Our SRBI work focused on assessing data gathered early in the year and providing interventions in phonics and phonemic awareness. We provided reading tutor and math (intervention) support earlier in the year for all students to achieve greater end of year reading and math levels.

Grade 1

We continued to work to increase student achievement in reading through vocabulary development and fluency work. We added accuracy in reading to our plan. The first grade team dedicated themselves to increasing student achievement in math using resources provided by the district and by meeting with parents to share math practices. "First Fridays for Families" continues to be a parent favorite with significant parent participation.

Grade 2

Grade 2 at Flanders School uses interactive technology lessons in reading and math on a daily basis. This school year, they have focused on CCSS math instruction, reading comprehension and SRBI early intervention. Areas of focus in reading comprehension included strategies of retelling, fluency and author's message. Instructional celebrations continue on a regular basis in this grade level.

Grade 3

This year, the third grade focus on literacy instruction in the area of non-fiction reading/responding continued. Math instruction was a key area of focus using new resources. SRBI interventions were researched and implemented. During the mystery story unit of instruction, parent "mystery readers" continues to be a big hit with the students.

Grade 4

Grade 4 continued to focus on the English Language Arts CCSS standards for non-fiction reading/writing and research. Interactive and instructional technology is used on a daily basis. This team focused on SRBI interventions in all academic areas and in social/emotional areas. Math and Science were areas of high focus as well. Students participated in Science Field trips to Camp Sloper, which supported their learning. The team incorporated hands-on and project based learning strategies with their students.

Grade 5

Our fifth grade students have grown in all content areas. SRBI work focused on building new intervention strategies to help students. Instructional focus points included: Fractions in Math, Opinion and Information in Writing, and Authors' Craft for Reading. Instructional celebrations had brought the Grade 5 curriculum alive for parents.



Hatton Elementary School

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Annual Report 2015-2016

School Accomplishments

Hatton Elementary School has continued our tradition of excellence this year. We are fortunate to have the support of a dedicated PTO. Our parent volunteers work tirelessly to support school activities and raise funds to provide enhancements to our school that benefit all children. This year, our PTO ran two very successful book fairs, supported arts enrichment programs, a pasta supper, bingo night, family movie nights, the talent show, an ice cream social, a family picnic, and partnered with our physical education teacher to run an amazing field day for all classes.

Our school houses the district's Integrated Preschool (Wrinn Preschool Center) with an enrollment of 90 students. Having three preschool classrooms in our building provided volunteer opportunities for our fifth grade students. Many students gave up recess to volunteer in these classes and work with our youngest children. Our Grade 5 students also volunteer as Physical Education Student Leaders and assist as role models for kindergarten classes. Hatton's total enrollment for the 2015-2016 school year was 463 students.

Hatton continued its commitment to the Kind Kids Program and this was our theme as students, parents, and teachers marched in the Apple Harvest parade for the first time. The Hatton ABC Committee continued to plan monthly activities to promote the 40 Developmental Assets. We also rolled out a school-wide PBIS (Positive Behavioral Interventions and Supports) Program with clear expectations and common language across all classes and locations in our school.

Celebrations

One of our ongoing highlights and important focus areas for the year was establishing and maintaining strong home-school connections and recognizing the amazing contributions of our students and staff. Our grand opening on the first day of school was a "Red Carpet Gala" right down to the staff in tuxedos and formal gowns, and classes walking the red carpet as a DJ played music.

We visited classrooms every Friday for the *Friday Phone Call* to recognize a student from each class by calling their parents (*right from the classroom*) to celebrate their success. This aligned with our school-wide PBIS initiative, which was a great motivator for our students and a useful way to recognize and reinforce positive contributions to our school. School and town officials joined us for some calls and we even called our teachers' families during Teacher Appreciation Week. Over 600 calls were made this year.

One of our Grade 5 students (Kent Carnright) won the town-wide spelling bee this year. Our entire school supported the Jump Rope for Heart effort and raised over \$10,000 for the American Heart Association. Staff and students also collected items and funds throughout the year in support of the Southington Community Organization as a way to give back to members of our own community.

Preschool

The Preschool staff worked with the new ABA-BCBA staff to build a more classroom-based service delivery system for our students in the ABA Program. The Preschool was highly successful with fifth grade helpers becoming role models for our four-year old students.

Kindergarten

A visit to the Hungerford Nature Center animal program provided a “hands-on” opportunity for the students to learn about various animals. This year, grandparents were invited to class for “Snack & Story Time.” A mother’s Day/Special Person Tea was another highlight as students, once again, shared their writing pieces with guests. The Kindergarten classes headed a school wide “Warm Your Neighbor” project, collecting soup, oatmeal & hot cocoa for community organizations, including our town food pantry.

Grade 1

This year, with the new math resources, the first grade team worked with the math specialists to develop centers to support the skills. The first grade team also used new resources from the math specialists, such as scoots daily number talks to support rigorous math instruction. The first grade classes performed a play “School Day: A Fish Tale” for the school and held an evening performance for parents and relatives. Each first grade class held a “Meet the Authors” celebration to highlight all the writing that the students have completed this year and to celebrate with their families.

Grade 2

The second grade enhanced their science curriculum by having the classes attend a Soil and Plant Workshop at Camp Sloper. To enhance the second grade Character Unit, students presented oral reports while dressed as their favorite character. Through STEPS, the Grade 2 team spearheaded the "Rock Your Socks" campaign to raise awareness for Downs Syndrome. The funds that were collected were donated to a local charity that supports Downs Syndrome research.

Grade 3

The third grade classes attended a field trip to the Old State House in Hartford to complement the social studies unit on government. Students were able to participate in an election and a court trial. Grade 3 classes visited the New Britain Museum of American Art and had an Artist in Residence from the museum help them create a mural of the Town of Southington. The teachers also worked to integrate a new math program, new reading assessments, and PBIS.

Grade 4

Students continued to grow in their writing with a focus on narrative stories, informational essays, and persuasive essays. Each class held a writing celebration at the end of the year to showcase their work. For our nonfiction reading unit in social studies, students researched a famous person in history using multiple sources. As a culminating activity students shared their work through a visual presentation to classmates and parents. In conjunction with our science unit on force and motion, students visited the DaVinci: Machines in Motion exhibit at the Connecticut Science Center.

Grade 5

Grade 5 teachers continued to departmentalize for math, writing, science/social studies. This helped students with organization and transitioning to middle school. Students participated in Asset Day at YMCA Camp Sloper. Grade 5 students connected writing, speaking, and listening to multi-media through Vimeo and Google Docs. Students were introduced to higher level questioning and new vocabulary using the new resource, Ready Math, and centers were used for many new concepts.

Ongoing Work and School Improvement

Our staff worked to refine Scientific Researched Based Interventions (SRBI) practices this year. An SRBI leadership team made up of administration, regular and special education teachers, and literacy specialists met weekly to review grade level cases, to make recommendations, and to consult with teachers about interventions. A monitoring system was made more uniform using google docs and allowed for increased collaboration among staff. We also utilized the data team model as classroom teachers worked to self-assess instructional practices in reading. Teachers used a look-for guide and completed monthly self-surveys about elements of exemplary reading instructional practices they identified in their work. We targeted support to weaker areas and saw improvement and increased collaboration among staff as they worked to improve instruction as a team. We will continue our work in these areas in the coming year.



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Annual Report 2015-2016

School Accomplishments

At Kelley Elementary School, 2015-2016 was a wonderful school year filled with new learning and exciting opportunities for our 325 students. Teachers demonstrated a continued commitment to their own professional growth by attending workshops focused on Columbia Teacher's College reading units of study and the new Ready Math resource materials throughout the school year. Teachers also broadened their understanding and implementation of Tier I SRBI Interventions in literacy through continued collaboration with the Literacy Specialist, grade level teams, members of the SRBI Team, and our teacher leader. The addition of primary and intermediate math specialists also provided needed support to address intervention needs for students in mathematics. Departmentalization in fifth grade was again successful. A highlight this year was student led parent conferences in fifth grade in November and March.

Parents and guardians are an integral part of the Kelley School Community. Our PTO coordinates a variety of activities and events throughout the school year including two highly successful Book Fairs, a Back-to-School picnic, a Vendor Fair, a Holiday Fair, and a variety of wonderful events as part of our Fifth Grade Recognition. Our PTO also provides funds to each grade level to supplement transportation costs for field trips and has started a fund to purchase a new sound system for our cafetorium. Parent volunteers also play an important role in our school day, assisting teachers in a variety of ways. Some help with copying and chaperoning trips, many others work in classroom centers or as part of our HOWL (Helping Out with Literacy) program in the primary grades.

Our fifth grade STEPS Ambassadors serve as role models in our building. They ran our monthly Town Meetings educating all other students on each Asset of the Month and how it could be integrated into their daily lives. Members coordinated our Good Deeds Week, daily Words of Wisdom, and our Munching in May program that ended with almost 1,000 food items being donated to Southington Community Services. Almost 150 students participated, once again, in our Math-A-Thon, a program sponsored by St. Jude Children's Research Hospital. We had our most successful participation ever raising over \$13,000 for St. Jude. To celebrate this success, students got to "Tape Mrs. Kahl to the Wall" in April!

Afterschool programs continue to be highly successful at Kelley School. They include Art for a Cause Art Club, Running Club, Unified Sports Team, Math Olympiad Team, CyberShamrocks Robotics Team, Ski Club, Safety Patrol, YES (Youth Embracing Service) Club, and Drama Club.

Kindergarten

This year, we are very proud of our DRA scores. Out of 37 students, we only had two below grade level at a level 3, 9 at grade level, and 26 above grade level. These scores are a reflection of our hard work in Readers and Writers workshop specifically. Implementing the new Columbia Units of Study, presented in the Columbia resource books, we created lessons and resources to

support the CCSS. In math, most students achieved mastery in all areas. We utilized the new Ready Math Resource. We challenged and supported each student throughout the year with materials that we created. We are also proud of the multiple celebrations that we had this year. Students participated in an October Songfest during which they sang songs and read poems. We also had a Reader's Theater and writing celebration. Students read from a script and used character's voices. They also shared their writing with their families. Our final celebration was a graduation to celebrate the accomplishments of all students.

Grade 1

In first grade, we utilized a new Lucy Calkins resource for Readers' Workshop. The students grasped concepts and skills in a new and exciting way. We also used a new resource for math. The children have demonstrated a stronger number sense than in previous years. We attended many professional developments to strengthen our understanding of the Ready math resource. Families were invited to our Readers' and Writers' celebration. The children enjoyed sharing all their accomplishments. In June, a trip to the Beardsley Zoo was the culminating activity to our science unit on animals. First graders presented their annual Mother's Day program. Kelley School participated in Read Across America Day and ACES. First grade students loved having a room full of life. We housed mealworms, tadpoles, butterflies, and chicks.

Grade 2

This year, we used a new math program, Ready Math, to help implement the Common Core Standards. Several days of Professional Development were designated to help further enhance our knowledge of the new program. For the first time this year, we received Lucy Calkin's manuals in reading to help with our daily mini lessons. This helped to roll out the new units and objectives in Reader's Workshop. In addition, we were given Professional Development with Jill Chapman and Carrie Ann McDougall to provide an overview of upcoming units of study.

Grade 3

We studied Connecticut, as well as the Northeast, in third grade social studies. We had celebrations pertaining to famous Connecticut people showcasing students' Bio Bottles and Connecticut map projects. Students created Connecticut brochures that connected with our persuasive writing unit. We also attended a field trip to the Eli Whitney Museum. On that field trip, students participated in two activities: 1) Connecticut Clipper Ships and 2) creating a rock box that correlated with our Earth Material science unit. In the areas of reading and writing, students focused on both non-fiction and fiction. Students worked on reading response questions to help prepare them for fourth grade. Third grade students also participated in a grant funded art enrichment program. This program included a visiting artist, a visit to the New Britain Museum of Art and concluded with a mural created by all third grade students, which is proudly displayed in Plantsville, on Dean's Stove and Spa.

Grade 4

The fourth grade integrated new units of study in reading and writing. Frequent collaboration as a grade level and with the Literacy Specialist proved vital in the success of this new learning. Book clubs were popular in reading. Science was enhanced by hands-on experiments and two trips to Camp Sloper during the year. In addition, several students participated in the Connecticut Invention Convention, with one of our fourth grade students winning recognition at the state level for her invention. Social studies focused on the regions of the country and culminated in a "Tour of the States" Celebration with parents and community members in attendance. A field trip to Mystic Seaport enhanced the students' learning about the Northeast

region. In mathematics, a new resource was used. Ready Math was readily aligned with the Common Core State Standards (CCSS).

Grade 5

This year in fifth grade, we have focused on the implementation of the CCSS across all curriculum areas. We have departmentalized subjects for the students to switch to. Each teacher is the expert in her specified subject. In writing, we participated in Writing Workshop for narrative, informational, and opinion writing. Also, the students and teacher used the continuum to score various genres of writing. We also participated in an end of the year Writing Author Share, where each student prepared a presentation of their favorite writing. In math, we worked through a new resource "Ready Math", which was aligned with the CCSS. Students also created their own personal "toolbox" that we referred to as an "Interactive Notebook". This was the second year that students participated in the Math Fair, where they presented their poster boards to family, as well as other teachers within the district. In science, we participated in experiments and activities individually or in small groups. Every individual completed an invention/experiment project. A Science Project Fair was held in order to share with students and parents. In social studies, we learned about American History through hands-on activities such as creating posters, acting, and debating certain events and time periods. This year, we attended the play "Into the Woods" at Kennedy Middle School, several cultural arts programs at Kelley School, and visited Old Sturbridge Village to support social studies content learning. We also attended the STEPS Asset Building Day at Sloper's for middle school, and had academic celebrations throughout the school year. Students participated in the DARE program in the fall and chorus in the spring.



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Annual Report 2015-2016

School Accomplishments

Plantsville School continues to grow as a school community with children coming from various parts of the country and with our participation in the Open Choice Program. The staff continues to work with our mutually revised Continuous Improvement Plans. Literacy and numeracy goals are directly related to Common Core State Standards (CCSS) as well as district benchmarks. Data meetings are held to review and monitor ongoing student progress. These meetings assist teachers as they align their instructional goals based on the results of individual student data and action plans. The teachers use differentiated instruction based on student need as they see it developing in their instructional setting. Both Writers' and Readers' Workshop are fully implemented in all classrooms, as all teachers are fully trained in both models. Writing skills are emphasized across subject areas, as children write in all classes every day. Small flexible groups within the math classrooms are based on student need as identified by individual and benchmark assessments. Identified areas of weakness are addressed by our literacy specialist, special educators, as well as intervention tutors. As our facility is full of diverse technology; teachers and students use our technology on a daily basis to further their instruction and learning. Teachers and paraprofessionals and, especially, students, have used our interactive Smart Boards, document cameras, and computer technology in all teaching areas, including our library/media center. In addition, the computer carts are continuously used throughout the classrooms.

The Plantsville faculty demonstrated a strong commitment to our academic programs. Teachers continued to attend professional development on the Columbia's Reading. Math workshops are also attended as we go forward with the common core in these areas. Several teachers continue their education with college courses, and many have requested to attend professional development opportunities outside of those offered by the district. They share important information as lead trainers with our staff upon their return. Our staff also gives back professionally, serving as cooperating teachers for young student teachers and as TEAM mentors for new teachers.

We are proud of our music, art, and physical education programs; we had two instrumental and two vocal concerts. Physical education class has integrated literacy and numeracy goals. In addition, science and social studies objectives are integrated with a variety of unique learning centers. Teachers integrate their teaching of nonfiction with social studies and science. Children have learned to delve deeper into various areas of print and media, integrate information, and make argument through debate.

Plantsville School is fortunate to have a strong and supportive PTO. Along with our cultural programs, the PTO is active in many areas, sponsoring two book fairs, an ice cream social, and funding our Field Day and class field trips where real life experiences are provided outside of the classroom. With our partnership with Calendar House and The Summit, Plantsville students have continued their outreach to older adults in the community. We, again, were part of the district Relay for Life team as well as many other charitable contributions for community needs.

Student Achievement

Kindergarten

Our Kindergarten students experience a balanced program of literacy and numeracy. The highlight of their social studies curriculum was a visit from our local fire department as the students were given the opportunity to explore a fire engine while learning what these community members do for them. Science and literacy were supported by a trip to Indian Rock. Academic growth was significant as 92% of our students met end of year expectations in their reading goals. In addition, writing has shown growth throughout the year, as each student progressed in the elaboration of their writing.

Grade 1

The first grade literacy program is highlighted in the spring by their participation in our school-wide Young Authors' Celebration. Family members are invited and each child has an opportunity to read one of his or her pieces of writing. Theme days focusing on winter holidays, Apple Day, and Thanksgiving integrate social studies, math, language arts, and science through various center activities. There is an international flair in first grade with a variety of cultural events. The science curriculum was also enhanced by a visit to the Beardsley Zoo and talks by parents with a variety of ethnic backgrounds.

Grade 2

The science curriculum in Grade 2 was supported by a trip to Nature's Art in Montville, Connecticut and by guest speakers. Interactive Smart board work included using live Boston Marathon data throughout the day. The year ended with Beach Day, an integration of all second grade curricular work around a common, festive theme.

Grade 3

Individual pieces of literature were published and shared with peers. Students participated in book clubs, created maps of Connecticut, participated in countless hands-on science experiments, created time-lines, kept journals, and worked through many math processes, reaching the abstract stage for many topics. They also participated in a trip to the New Britain Museum of Fine Arts. Our art teacher worked in collaboration with an Artist-in-Residence to create a collaborative district mural which is displayed on the walking trail. Students also visited the New Britain Museum of American Art as part of the grant.

Grade 4

There were monthly celebrations in reading and writing through Writers' Workshop, best writing was shared with peers, and conversations about best books were held. The children's radio station integrated social studies regions and literacy as news and sports events were announced, weather reports given, and editorials showed students' skill at inference. A trip to the Eli Whitney Museum highlighted the science curriculum where they created their own simple and compound machines. Science was enhanced by participation in the Connecticut Invention Convention where several of our students achieved state recognition.

Grade 5

Readers' Workshop is a way of life in Grade 5. Grand conversations were held about literature, writing was published, and book clubs were held. Every Friday, a mystery reader shared his or her favorite book with the class. The science fair showed students testing a hypothesis through experimentation and coming to valid conclusions. Fifth grade students also participated in the election for Connecticut's First Student Governor. One of our students became a finalist and awarded a class trip to the State Capital.

School Wide Reading Recognition

The students participated in the Governor's Summer Reading Challenge. As a result of their reading success, the entire school participated in a field trip to the University of Hartford to watch Seussical.

Continuous Work and Growth

Teachers and administration will continue to use data driven decision-making to determine individual learning plans for students. As a faculty, we have studied our Continuous Improvement Plan and revise our objectives to include those areas of need seen in our district assessments and daily student work. The use of SRBI has strengthened our individualized intervention for our students as we continued to meet the needs of all our learners. A focus on character development was a school wide goal as we worked as a staff to integrate the "responsive classroom" approach within each classroom while incorporating morning meetings. School wide behavior expectations were also developed. Smarter Balanced Assessments (SBA) was also taken into consideration as teachers write their goals. We will continue our professional development in the common core, which has deeply driven our instruction. The expansion of leveled classroom libraries will continue, especially in the area of nonfiction. We will continue our work as an inclusive setting, so that every child is in his or her least restrictive environment. We will strive to become even more technologically literate, updating web pages and using technology when appropriate to enhance student learning.



SOUTH END ELEMENTARY SCHOOL

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Erin Natrass
Principal

Annual Report 2015-2016

School Accomplishments

The 2015-2016 school year at South End was filled with new learning and excitement for both staff and students. All stakeholders were part of the process to establish school wide behavior expectations and positive rewards called "Soarin' Skyhawks". We had monthly STEPS Town Meetings to support developmental assets. During "Good Deeds Week" we facilitated a Crayon Initiative for children in hospitals nationwide. A School Climate Committee was created to brainstorm ideas to build a positive culture at South End. Teachers collaborated with building and district support staff to enhance their understanding of the SRBI process. They improved their Tier 1 and 2 instruction. We had our second year of the World Language Program. We invited parents to come and see what a typical 30-minute Spanish lesson looked like.

The PTO sponsored many events this year: a traveling planetarium, Schmitt the Weather Dog, and a magician. They also hosted two Family Picnics, Movie Nights, an Ice Cream Social, Breakfast with a Buddy, a Wolfpack Family Night and Field Day. South End also had successful Bowling, Running, and Chess Clubs. Our Drama Club's performance of The Wizard of Oz was incredible and included students in Grades 1-5. There are many parents that volunteer to support student learning. We had a successful Fluency Program facilitated by our literacy specialist using parent volunteers to help our beginning readers. We honored all of these volunteers at a Volunteer Tea.

Celebrations

Preschool

This year, we had eight community helpers to teach us about what they do in the community. Our Read across America culminated by having Lt. Governor Nancy Wyman read to our preschool class. Children participated in weekly Signing Time Learning to use sign language. Preschoolers learned about each letter and its sound, numbers, sight words, the farm, nursery rhymes, dinosaurs and the ocean and improved literacy and numeracy skills. We had centers for each topic of Preschooler's Developmental Areas. Math activities focus on positional words, identifying and creating shapes, and measuring.

Kindergarten

Kindergarten went on a field trip to Indian Rock Nature Preserve in Bristol where we learned all about apples, how they grow, and made fresh apple cider! In November, we learned about colonial times, Pilgrims, Native Americans and the first Thanksgiving. Students worked with their families to create their own Mayflower Ship and then brought them into school to see which ships would sink or float. For our town meeting this year, Kindergarten introduced a new school initiative called "Bucket Fillers." Students and teachers throughout the school are working on filling up each other's "invisible buckets" with kind thoughts, words, and good deeds. We went on a field trip to The Children's Museum in West Hartford where we learned about living and non-living things. We also had a writing celebration where students will share writings from the year. Parents stayed to have a picnic-style, lunch with their child.

Grade 1

In the fall, the first graders visited Camp Sloper to enrich our life cycles unit in Science. In the winter, the first graders went for a ride on The Polar Express as they lined the hallway with Mrs. Natrass. First graders were responsible for the monthly Asset of "Reading for Pleasure." They presented a song to the student body and staff, teaching their peers how to "Be the Boss" of their own reading. We celebrated "Read across America" by attending a production of Seussical. They have become experts on chicks, tadpoles/frogs, and mealworms/beetles as we observed them, supporting our science curriculum. We presented a Patriotic Program for families to celebrate Flag Day followed by a writing celebration.

Grade 2

Second grade had a writer's celebration where students read their non-fiction stories and fractured fairy tales to parents. We went to Nature's Art on a field trip where students learned about rocks, minerals and erosion to support our science curriculum. Students also dug for rocks and identified them. The students used the extra math program online where their progress can be monitored. Math centers gave students the opportunity to have more hands-on experiences with the ready math concepts. Second grader's also continued with their World Language experience weekly. They are demonstrating a very good understanding of Spanish vocabulary that has been introduced.

Grade 3

Students in third grade hosted two writing celebrations with parents this year: an "Expert Showcase" non-fiction writing celebration in January and Young Author's persuasive writing celebration in June. We hosted the annual Alex's Lemonade Stand in May and raised money to support research for treatments for childhood cancers. Children took a field trip to the Noah Webster House that coincided with our unit on Connecticut. "High Touch, High Tech", a mobile "hands on" science program also visited Grade 3.

Grade 4

Children visited Camp Sloper twice and participated in hands-on activities that reinforced our science curriculum. Students also attended a field trip at the Eli Whitney Museum in Hamden and built pinball machines to support our force and motion unit. Students took their pinball machines home, which was very exciting. We had two writing celebrations that showcased their informational books and favorite pieces from the year. We discussed the fantasy genre, social issues, and studied text features and structure. Students gained a deeper understanding of the regions in the United States. Students furthered their understanding of fourth grade math concepts. Students made new discoveries in math with hands-on learning, working collaboratively, technology, and independent practice.

Grade 5

Fifth grade students were our STEPS ambassadors this year and participated in the Asset Building Day at Camp Sloper for incoming sixth graders. Grade 5 students participated successfully in the DARE Program. Students visited Sturbridge Village as enrichment for the social studies curriculum. We hosted a writing celebration in June where students shared their favorite writing pieces from the year. Students were challenged in math, learning to apply their mathematical skills with more difficult problem solving. Fifth grade students also created prom/graduation cards to be delivered to Southington High School's graduating seniors.

Ongoing Work / School Improvement

As we move into the 2016-17 school year, we look forward to the expansion of World Language to Grade 3. We will continue to refine and develop our SRBI process. Teachers will have continued building based tiered intervention professional development. We also will continue the work of our School Climate Committee, reflecting and adjusting our "Skyhawk" system and developing new systems to promote positive school culture. We will also use data to drive our instruction, focusing on an intervention block for each grade level to target specific learning needs.



Melissa Barbuto
Principal

William M. Strong Elementary School

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Annual Report 2015-2016

Introduction

The 2015-2016 school year was full of amazing accomplishments at Strong Elementary School! We collectively committed to focused goals, embraced challenges when they arose and persisted in the face of setbacks in order to achieve these accomplishments. The year began with a needs assessment in order to identify school-wide priority areas. These areas included restructuring the current process for SRBI, creating consistency in school wide expectations, and cultivating a positive school climate by revamping our approach to managing student behavior. These areas became our primary focus as a school.

School Accomplishments

Over the past year, we worked diligently to not only bring consistency to our school, but to create a positive school climate as well. Throughout the year, students collaborated with teachers to develop a set of behavior expectations for all of our common areas within the school called "SPLASH" and each behavior expectation was explicitly taught, modeled, and practiced through our "behavior expectation stations". We then developed and implemented procedures for responding to student misbehavior. Behaviors were broken into two categories: staff-handled behaviors (minor behaviors) and office-managed behaviors (major behaviors). When minor misbehaviors occur, teachers will consistently implement appropriate and more restorative consequences such as a verbal reminder or redirection, taking a break or completing a reflection sheet instead of punitive consequences. Our primary goal in this approach is to have students learn from their misbehaviors. The implementation of the reflection sheet has been instrumental in giving students the opportunity to think about the situation and his/her inappropriate behavior. It also allows the student to think about what he/she could have done when responding to real life situations, and/or conflicts with others. This has proven to be a huge success this year. We look forward to enhancing this next year.

We also worked diligently to restructure the SRBI process that was currently in place. A school wide SRBI team was developed and charged with this task. At the beginning of the year the team met in order to engage in an SRBI Self-Assessment. We used the information from this assessment to create an action plan for the year. Our action plan included restructuring our current meeting structure, developing and implementing new progress monitoring and grade level meeting forms, piloting an intervention block in Kindergarten and Grade 2, and implementing Tier 1, 2, and 3 interventions with fidelity. The Kindergarten and Grade 2 intervention blocks allowed for us to provide all Kindergarten and Grade 2 students with explicit, targeted, and individualized instruction. Through the implementation of the intervention blocks, we were able to meet the varying needs of all of our Kindergarten and Grade 2 students. We are proud to say that 89% of our Kindergarten students ended the year reading at grade level expectations while 37% ended the year exceeding this expectation. For the few students who ended the year slightly below grade level expectations, they showed significant growth from the beginning of the year. We look forward to the same success next year as we expand this

throughout all grade levels. Although we successfully restructured and improved the SRBI process, we still have a lot to work on in this area.

Ongoing Work

Despite all of the success we had this school year, school climate and SRBI will continue to be a focus next year. We will continue to modify the current SRBI process to make it more effective and efficient. We also plan to develop an SRBI tool kit of interventions and progress monitoring tools as a resource for teachers. We will also be expanding intervention blocks to all Grades K-5. As we continue our work on creating a positive school climate, we will develop a school-wide behavior manual that will include our expectations for student behavior as well as the roles and responsibilities of all members our school community, including teachers, administration, resource staff, parents and students. This manual will be distributed at the beginning of next year for parents and staff members to review. We will also implement a school wide behavior incentive for Grades K-5. I am excited to be providing professional development for our staff in this area as well. This summer, three teachers will be attending a four-day Responsive Classroom Workshop. Five teachers will be reading the Responsive Classroom book, *"The First Six Weeks of School"* this summer and will be implementing key components into their classrooms next year. In addition, our school climate team will be reading and discussing the book, *"The Power of Our Words"*. Additionally, Strong School will be one of the pilot schools for implementation of Emotional Intelligence next year. Administration will be attending two-day training sessions on this pilot in July. I look forward to continuing our work in these focus areas as they will set the foundation for further success.



MEGAN BENNETT
PRINCIPAL

REUBEN E. THALBERG SCHOOL

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Annual Report 2015-2016

Introduction

Reuben E. Thalberg School is a Kindergarten through Grade 5 school servicing approximately 440 students. The staff is a high achieving group of professionals. The staff continues to take educational risks to improve opportunities for student learning. This year, our fifth grade departmentalized for each of the subject areas. Our fifth grade students were able to rotate through each of the fifth grade teachers allowing for specialization of content areas as well as preparing our students for middle school. Individualization for students continues through our CORE time in which students research topics of their own interest as well as receive support based on individual needs.

Thalberg School has been committed to giving back to the community that supports our children. The students are encouraged to be civic minded and have raised awareness, money and donated time and supplies for various causes. Students have continued to participate in Asset Building Pep Rallies, monthly Character Counts Breakfasts, Smart Kids at Thalberg Elementary (SKATE) enrichment activities, Tech-sperts, Spirit Club, weekly Garden Club experiences with Orchard Valley Garden Club (OVGC), monthly banking partnerships, weekly book buddies and a number of other experiences to promote student empowerment and a sense of community.

Technology

- The students are expected to have screen time every day at Thalberg. Teachers are able to check out iPads through our library to support centers, CORE time, writing and intervention supports.
- Tech-sperts program was continued with Mrs. Jenna Grodzicki and Mrs. Debbie Miller. The group was able to provide supports for the primary grade students.
- The Code Club (programmers) continued under the leadership of Mrs. Miller.
- Maker Spaces area of the learning commons (library) continues to grow and expand with new devices and challenges being offered to our students.
- The Lego-Robotics Team continued in its second year and was led by Mrs. Mandy Hubeny and Mr. Tony Arru and founded by the Southington Education Foudation grant.
- Virtual Book Club with Southington High School (SHS) students in our fifth grades. Students utilized Google Docs as well as Skype in order to have conversations about books with social issues. The students worked with the SHS students' to raise awareness of refugees in the Sudan.
- BreakOut EDU connection with Newington Schools in which students used clues to problem solve and also create problems for their Newington Partners to solve. This was presented at the CECA Conference in April.

Interventions

- The SRBI process had some setbacks, but under Mrs. Betty Lutz's support, we ended stronger than ever with supports and plans in place.

- We continued to provide Blooming Readers for the first grade struggling readers. This intensive five-day a week intervention program supports our first graders development of reading skills (decoding, encoding, and comprehension).

Contributing to our Community

Events were held to connect the school to the community. The following events were attended by the Thalberg community: Grandparents/Special Friends Day, Dr. Seuss Day, Young Author's, Poetry in the Garden, Monthly Movie Nights, 5K Fun Run. The Thalberg Cares Committee donated \$600 to Relay for Life. Donations were made to the following organizations: Bread For Life, Petit Foundation, St. Jude's Mathathon raised \$7,000, Winter Coat Drives, Clothing Drives, Breast Cancer Care Kits (for those going through chemotherapy), and sponsorship of a second student in the Dominican Republic. School/Business Partnerships included: The Southington Education Foundation in which we received one technology grant, Orchard Valley Garden Club, Price Chopper, Stop & Shop, Shop Rite, Target: "Free Money", TD Bank: Monthly Banking, Donor's Choose: Classroom iPads for a second grade. Cultural Arts by the PTO included an Anti-Bullying Show and Flamenco Dancing. School Based Experiences included ABC Pep Rallies, Artist in Residence for the third grade, and Recycling Programs/Environmental Studies.

School Wide Accomplishments

There were a number of staff changes this year due to staff members receiving opportunities (i.e., coaching) outside of Southington. Our goal was to maintain the high standards and assimilate the new staff members to Thalberg expectations. Our goal was for the students to continue their progression regardless of the "newness of staff". We continue to push technology at Thalberg. Students are able to experiment with new ideas, devices and challenges every day because of the technology we have and the materials we pursue to give the students true 21st Century educational opportunities. We continue to bring students to the grade level expectation. Again this year, we have over 85% of our students in Grades K-5 reading at or above grade level. Those few students who are not at grade level have a plan in place so we can continue to push for them to meet their personal best.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 18, 2016

Decision Requested _____ Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: School Opening Dates ~ 2016-2017

Summary of Issue: Administration will update the Board of Education on upcoming
Opening of School events.

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: Information on the Opening of School.

Timothy J. Connelean

Signature of Superintendent of Schools

**SOUTHINGTON PUBLIC SCHOOLS
OPENING OF SCHOOL DATES 2016-2017**

Event	Date	Time	Place
Substitute Training	Wednesday, August 24, 2016	9:00 a.m. to 12:00 p.m.	Municipal Center
New Teacher Orientation	Thursday, August 25, 2016 Friday, August 26, 2016	8:00 a.m. to 4:00 p.m.	Municipal Center
Opening of School Convocation	Monday, August 29, 2016	7:00 a.m. 7:45 a.m.	SHS Cafeteria SHS Auditorium
Staff Professional Development	Tuesday, August 30, 2016 Wednesday, August 31, 2016	Check SPS Website	Designated School
Paraprofessional Prof. Develop.	Tuesday, August 30, 2016 Wednesday, August 31, 2016	8:00 a.m. to 4:00 p.m.	Various Locations
First Day of School	Thursday, September 1, 2016		All Schools
OPEN HOUSE			
J.A.D. Middle School	Wednesday, September 7, 2016	6:30 p.m.	Designated School
J.F.K. Middle School	Wednesday, September 7, 2016	6:30 p.m.	Designated School
Plantsville Elementary School	Thursday, September 8, 2016	6:00 p.m.	Designated School
Strong Elementary School	Thursday, September 8, 2016	6:00 p.m.	Designated School
Derynoski Elementary School	Wednesday, September 14, 2016	6:30 p.m.	Designated School
Kelley Elementary School	Wednesday, September 14, 2016	6:30 p.m.	Designated School
Thalberg Elementary School	Wednesday, September 14, 2016	6:30 p.m.	Designated School
Southington High School	Thursday, September 15, 2016	6:00 p.m.	Designated School
Hatton Elementary School	Monday, September 19, 2016	6:30 p.m.	Designated School
Flanders Elementary School	Wednesday, September 21, 2016	6:30 p.m.	Designated School
South End Elementary School	Wednesday, September 21, 2016	6:30 p.m.	Designated School
Board Meeting			
Board Meeting	Thursday, August 18, 2016	6:30 p.m.	Municipal Center
Board Meeting	Thursday, September 8, 2016	6:30 p.m.	Municipal Center
Board Meeting	Thursday, September 22, 2016	6:30 p.m.	Municipal Center
Music of the Knight	Saturday, October 22, 2016	2:00 p.m. – 10:00 p.m.	Southington High School

8/9/16

2015-2016 ENROLLMENT MOVED FORWARD TO 2016-2017
 Using Enrollment number from 5/20/2016 adjusted per conversatrion with Tim 6/3 and 6/6

Using Actual K Enrollment from Infosnap

DRAFT

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL	NET STAFF
DES ENROLLMENT	69.00	98.00	88.00	97.00	107.00	102.00	561.00	
2015-2016 FTE'S	6.00	5.00	5.00	5.00	4.00	6.00		31.00
2016-2017 PROJECTED SECTIONS	5.00	5.00	5.00	5.00	5.00	5.00		30.00
NET STAFF DIFFERENCE	-1.00	0.00	0.00	0.00	1.00	-1.00		-1.00
CLASS SIZE	14/15	19/20	17/18	19/20	21/22	20/21		
MAX ALLOWED	18	22	22	24	24	24		
FLANDERS ENROLLMENT	37.00	31.00	54.00	54.00	46.00	56.00	278.00	
2015-2016 FTE'S	2.00	3.00	3.00	2.00	3.00	3.00		16.00
2016-2017 PROJECTED SECTIONS	2.00	2.00	3.00	3.00	2.00	3.00		15.00
NET STAFF DIFFERENCE	0.00	-1.00	0.00	1.00	-1.00	0.00		-1.00
CLASS SIZE	18/19	15/16	18	18	23	18/19		
MAX ALLOWED	18	22	22	24	24	24		
HATTON ENROLLMENT	55.00	54.00	58.00	62.00	63.00	67.00	359.00	
2015-2016 FTE'S	3.00	3.00	3.00	3.00	3.00	3.00		18.00
2016-2017 PROJECTED SECTIONS	3.00	3.00	3.00	3.00	3.00	3.00		18.00
NET STAFF DIFFERENCE	0.00	0.00	0.00	0.00	0.00	0.00		0.00
CLASS SIZE	18/19	18	19/20	20/21	21	22/23		
MAX ALLOWED	18	22	22	24	24	24		
KELLEY ENROLLMENT	52.00	38.00	55.00	56.00	57.00	53.00	311.00	
2015-2016 FTE'S	2.00	3.00	3.00	3.00	3.00	3.00		17.00
2016-2017 PROJECTED SECTIONS	3.00	2.00	3.00	3.00	3.00	3.00		17.00
NET STAFF DIFFERENCE	1.00	-1.00	0.00	0.00	0.00	0.00		0.00
CLASS SIZE	17/18	19	18/19	18/19	19	17/18		
MAX ALLOWED	18	22	22	24	24	24		
PLANTSVILLE ENROLLMENT	38.00	47.00	45.00	46.00	54.00	45.00	275.00	
2015-2016 FTE'S	3.00	3.00	3.00	3.00	2.00	2.00		16.00
2016-2017 PROJECTED SECTIONS	2.00	3.00	3.00	2.00	3.00	2.00		15.00
NET STAFF DIFFERENCE	-1.00	0.00	0.00	-1.00	1.00	0.00		-1.00
CLASS SIZE	19	15/16	15	23	18	22/23		
MAX ALLOWED	18	22	22	24	24	24		
SOUTH END ENROLLMENT	41.00	33.00	44.00	31.00	37.00	43.00	229.00	
2015-2016 FTE'S	2.00	3.00	2.00	2.00	2.00	2.00		13.00
2016-2016 PROJECTED SECTIONS	3.00	2.00	3.00	2.00	2.00	2.00		14.00
NET STAFF DIFFERENCE	1.00	-1.00	1.00	0.00	0.00	0.00		1.00
CLASS SIZE	13/14	16/17	14/15	15/16	18/19	21/22		
MAX ALLOWED	18	22	22	24	24	24		
STRONG ENROLLMENT	31.00	37.00	48.00	53.00	41.00	64.00	274.00	
2015-2016 FTE'S	2.00	3.00	3.00	2.00	3.00	3.00		16.00
2016-2017 PROJECTED SECTIONS	2.00	2.00	3.00	3.00	2.00	3.00		15.00
NET STAFF DIFFERENCE	0.00	-1.00	0.00	1.00	-1.00	0.00		-1.00
CLASS SIZE	15/16	18/19	16	17/18	20/21	21/22		
MAX ALLOWED	18	22	22	24	24	24		
THALBERG ENROLLMENT	59.00	71.00	74.00	81.00	74.00	61.00	420.00	
2015-2016 FTE'S	4.00	4.00	4.00	4.00	3.00	4.00		23.00
2016-2017 PROJECTED SECTIONS	4.00	4.00	4.00	4.00	4.00	3.00		23.00
NET STAFF DIFFERENCE	0.00	0.00	0.00	0.00	1.00	-1.00		0.00
CLASS SIZE	14/15	17/18	18/19	20/21	18/19	20/21		
MAX ALLOWED	18	22	22	24	24	24		
Total Potential Reduction based on current enrollment								-3.00
TOTAL STUDENTS	382.00	409.00	466.00	480.00	479.00	491.00	2707.00	
TOTAL NUMBER OF SECTIONS	24.00	23.00	27.00	25.00	24.00	24.00	147.00	
AVERAGE CLASS SIZE	15.92	17.78	17.26	19.20	19.96	20.46	18.41	

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2015-2016 FTE'S	3.00	3.00	3.00	3.00	3.00	3.00		18.00
2016-2017 PROJECTED SECTIONS	3.00	3.00	3.00	3.00	3.00	3.00		18.00
NET STAFF DIFFERENCE	0.00	0.00	0.00	0.00	0.00	0.00		0.00
CLASS SIZE	18/19	18	19/20	20/21	21	22/23		
MAX ALLOWED	18	22	22	24	24	24		
KELLEY ENROLLMENT	52.00	38.00	55.00	56.00	57.00	53.00	311.00	
2015-2016 FTE'S	2.00	3.00	3.00	3.00	3.00	3.00		17.00
2016-2017 PROJECTED SECTIONS	3.00	2.00	3.00	3.00	3.00	3.00		17.00
NET STAFF DIFFERENCE	1.00	-1.00	0.00	0.00	0.00	0.00		0.00
CLASS SIZE	17/18	19	18/19	18/19	19	17/18		
MAX ALLOWED	18	22	22	24	24	24		
PLANTSVILLE ENROLLMENT	38.00	47.00	45.00	46.00	54.00	45.00	275.00	
2015-2016 FTE'S	3.00	3.00	3.00	3.00	2.00	2.00		16.00
2016-2017 PROJECTED SECTIONS	2.00	3.00	3.00	2.00	3.00	2.00		15.00
NET STAFF DIFFERENCE	-1.00	0.00	0.00	-1.00	1.00	0.00		-1.00
CLASS SIZE	19	15/16	15	23	18	22/23		
MAX ALLOWED	18	22	22	24	24	24		
SOUTH END ENROLLMENT	41.00	33.00	44.00	31.00	37.00	43.00	229.00	
2015-2016 FTE'S	2.00	3.00	2.00	2.00	2.00	2.00		13.00
2016-2016 PROJECTED SECTIONS	3.00	2.00	3.00	2.00	2.00	2.00		14.00
NET STAFF DIFFERENCE	1.00	-1.00	1.00	0.00	0.00	0.00		1.00
CLASS SIZE	13/14	16/17	14/15	15/16	18/19	21/22		
MAX ALLOWED	18	22	22	24	24	24		
STRONG ENROLLMENT	31.00	37.00	48.00	53.00	41.00	64.00	274.00	
2015-2016 FTE'S	2.00	3.00	3.00	2.00	3.00	3.00		16.00
2016-2017 PROJECTED SECTIONS	2.00	2.00	3.00	3.00	2.00	3.00		15.00
NET STAFF DIFFERENCE	0.00	-1.00	0.00	1.00	-1.00	0.00		-1.00
CLASS SIZE	15/16	18/19	16	17/18	20/21	21/22		
MAX ALLOWED	18	22	22	24	24	24		
THALBERG ENROLLMENT	59.00	71.00	74.00	81.00	74.00	61.00	420.00	
2015-2016 FTE'S	4.00	4.00	4.00	4.00	3.00	4.00		23.00
2016-2017 PROJECTED SECTIONS	4.00	4.00	4.00	4.00	4.00	3.00		23.00
NET STAFF DIFFERENCE	0.00	0.00	0.00	0.00	1.00	-1.00		0.00
CLASS SIZE	14/15	17/18	18/19	20/21	18/19	20/21		
MAX ALLOWED	18	22	22	24	24	24		
Total Potential Reduction based on current enrollment								-3.00
TOTAL STUDENTS	382.00	409.00	466.00	480.00	479.00	491.00	2707.00	
TOTAL NUMBER OF SECTIONS	24.00	23.00	27.00	25.00	24.00	24.00	147.00	
AVERAGE CLASS SIZE	15.92	17.78	17.26	19.20	19.96	20.46	18.41	

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 18, 2016
Decision Requested X Agenda Code 10 d

AGENDA REPORTING FORM

Agenda Topic: Job Description Approvals

Summary of Issue: The Policy & Personnel Committee has reviewed and discussed two job descriptions that were reviewed by the Policy and Personnel Committee at the August 15, 2016 meeting. The job descriptions are: (1) *Lead Board Certified Behavioral Analyst (BCBA)*, (2) *Board Certified Behavioral Analyst (BCBA)*.

Background: The Policy and Personnel Committee reviews job descriptions with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the new job descriptions for *Lead Board Certified Behavioral Analyst (BCBA)* and *Board Certified Behavioral Analyst (BCBA)* as recommended by the Policy and Personnel Committee.

Titles of Attachments:

1. DRAFT Job Descriptions

mp\Board\8.18.16, Job Descripton Approvals



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Job Description

Lead BCBA

Draft



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

DRAFT

TITLE: Lead Board Certified Behavior Analyst (BCBA)

QUALIFICATIONS:

1. Valid Connecticut Special Education Teacher, School Psychologist, School Social Worker, Speech-Language Pathologist Certification
2. Board Certified Behavior Analyst (BCBA) Certification
3. Experience working with students with Autism Spectrum Disorders (ASD)
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: ~~Preschool Special Education Coordinator and Senior Coordinator Pupil Personnel Services~~ **Director of Pupil Services.**

JOB GOAL: The Lead BCBA is responsible for the direct supervision and evaluation of the District BCBA (s) and the Lead Applied Behavior Analysis (ABA) therapist; overseeing data collection/interpretation, progress monitoring and creating appropriate behavioral interventions and strategies. The Lead BCBA is responsible for providing direct ABA services to students referred through the District Planning and Placement Team process as well. Services will be provided to meet specific educational needs of the children referred and will include evaluation, assessment, design of a behavioral program, implementation and supervision of behavioral programs and educational supports.

PERFORMANCE RESPONSIBILITIES:

1. Provides supervision to therapists assigned to work with students requiring ABA and/or discrete-trial training. Conducts and documents ~~regularly~~ scheduled meetings with Lead ABA therapist and BCBA. Assists with weekly schedules for BCBA and Lead Therapist to meet the needs of mandated students.
2. Participates in Planning and Placement Team (PPT) meetings for students identified with Autism Spectrum Disorder (ASD) and other disabilities on an as needed basis in order to assist building-based teams and parents in the decision-making process regarding the educational planning and programming for these students.
3. Confers with general education classroom teachers, special education teachers, and related services providers regarding implementation of best practices for students with ASD.
4. Provides leadership to school teams regarding discrete-trial training and ABA programming.
5. Works with building-based (~~Early Intervention Program (EIP) teams~~) **Scientifically Researched Based Interventions (SRBI) teams** and Planning and Placement Teams (PPT) teams to ensure that students with disabilities participate in general education to the maximum extent appropriate and are assisted with supplementary aids and services prior to placement in more restrictive settings.
6. Confers with parents and other professional staff members regarding the educational, social, and personal needs of students with ASD and other disabilities. Assists teachers and parents in the development of appropriate and measurable goals for students at school and at home. Maintains written records of communication with parents and other professional staff members in an appropriate ~~organized~~ manner.

7. Provides individualized parent training necessary for parents to understand their child's disability and to enable them to support their child effectively and make progress in their educational program.
8. Works collaboratively with school teams to devise and trial innovative teaching methods, to utilize effective strategies, techniques and learning materials, and to incorporate assistive technology, as appropriate, in order to effectively extend learning opportunities for students with ASD and other disabilities in the least restrictive environment.
9. Upon request for assistance and approval from the ~~Senior Coordinator of Pupil Personnel Services~~ **Director of Pupil Services** or designee, the Behavior Analyst provides consultation in the form of Functional Behavior Assessment (FBA) and develops an appropriate Behavior Intervention Plan (BIP) for students with ASD and other disabilities that present behavioral challenges.
10. Assists parents and school teams in the transition process for students as they move to less restrictive environments and as student's transition from elementary school to middle school and from middle school to high school.
11. Maintains appropriate Individualized Education Programs (IEP) and evaluation reports and prepares pertinent reports requested by the Preschool Special Education Administrator or the Director of Pupil Personnel Services ~~Senior Coordinator of Pupil Services~~.
12. Responsible for collaborating with special education administration in the design of a training plan to address staff needs in the area of working with students with ASD and other challenging behavioral disabilities.
13. Provides orientation and training to therapists assigned to work with students requiring ABA and/or discrete-trial training. Oversees therapist implementation of ABA techniques and provides job embedded ongoing professional development to address continuing training needs.
14. Designs, develops and implements, with appropriate approvals, management and/or behavioral interventions that are clinically sound.
15. Participates in school and district-based teams to provide information about plans for individual students and district needs.
16. Maintains appropriate records, assists and provides guidance for teachers and other staff in the implementation of management or behavioral interventions.
17. Assists in the daily functions of the school, including dealing with crises among students. Maintains a safe environment for all students. Facilitates team-building skills.
18. Performs other duties as appropriate and required.

TERMS OF EMPLOYMENT: This is a school year and extended school year position, in accordance with the agreement between the Southington Board of Education and the Southington Education Association.

EVALUATION: To be evaluated annually by the Preschool Special Education Administrator and ~~Senior Coordinator of Pupil Personnel Services~~ **Director of Pupil Services**.

January 31, 2013
February 15, 2013
Approved by Board of Education March 14, 2013
Revised 8/27/13
Revised 8/18/16

Job Description

BCBA

Draft



SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

DRAFT

TITLE: Board Certified Behavior Analyst (BCBA)

QUALIFICATIONS:

1. Valid Connecticut Special Education Teacher, School Psychologist, School Social Worker, Speech-Language Pathologist Certification
2. Board Certified Behavior Analyst (BCBA) Certification
3. Experience working with students with Autism Spectrum Disorders (ASD)
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: ~~Preschool Special Education Coordinator and Senior Coordinator Pupil Personnel~~
Director of Pupil Services.

JOB GOAL: To support district-wide special education staff and administrators as well as general education teachers and administrators in the provision of behavioral supports and services designed to assist students with Autism Spectrum Disorders (ASD) and/or behavioral disorders in the Least Restrictive Environment (LRE).

PERFORMANCE RESPONSIBILITIES:

1. Participates in Planning and Placement Team (PPT) meetings for students identified with ASD and other disabilities on an as needed basis in order to assist building teams and parents in the decision-making process regarding the educational planning and programming for these students.
2. Confers with general education classroom teachers, special education teachers, and related services providers regarding implementation of best practices for students with ASD.
3. Provides leadership to school teams regarding discrete-trial training and ABA programming.
4. Works with building based ~~(Early Intervention Program (EIP) teams)~~ **Scientifically Researched Based Interventions (SRBI) teams** and Planning and Placement Teams to ensure that students with disabilities participate in general education to the maximum extent appropriate and are assisted with supplementary aids and services prior to placement in more restrictive settings.
5. Confers with parents and other professional staff members regarding the educational, social, and personal needs of students with ASD and other disabilities. Assists teachers and parents in the development of appropriate and measurable goals for students at school and at home.
6. Maintains written records of communication with parents and other professional staff members in an **appropriate** ~~organized~~ manner.
7. Provides individualized parent training necessary for parents to understand their child's disability and to enable them to support their child effectively and make progress in their educational program.

8. Works collaboratively with school teams to devise and trial innovative teaching methods, utilize effective strategies, techniques and learning materials, and incorporate assistive technology, as appropriate, in order to effectively extend learning opportunities for students with ASD and other disabilities in the least restrictive environment.
9. Maintains appropriate Individualized Education Program (IEP) and evaluation reports and prepares pertinent reports requested by the Preschool Special Education Administrator or ~~Senior Coordinator~~ **Director** of Pupil Services.
10. Responsible for collaborating with special education administration in the design of a training plan to address staff needs in the area of working with students with ASD and other challenging behavioral disabilities.
11. Provides orientation and training to therapists assigned to work with students requiring ABA and/or discrete-trial training. Oversees therapist implementation of ABA techniques and provides job embedded ongoing professional development to address continuing training needs.
14. Designs, develops and implements, with appropriate approvals, management and/or behavioral interventions that are clinically sound.
15. Participates in school and district-based teams to provide information about plans for individual students and district needs.
16. Maintains appropriate records, assists and provides guidance for teachers and other staff in the implementation of management or behavioral interventions.
17. Assists in the daily functions of the school, including dealing with crises among students. Maintains a safe environment for all students. Facilitates team-building skills.
18. Performs other duties as appropriate and required.

TERMS OF EMPLOYMENT: This is a school year and extended school year position, in accordance with the agreement between the Southington Board of Education and the Southington Education Association.

EVALUATION: To be evaluated annually by the Preschool Special Education Administrator and ~~Senior Coordinator of Pupil Personnel~~ **Director of Pupil Services**.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date August 18, 2016

Decision Requested _____

Agenda Code 10 e

AGENDA REPORTING FORM

Agenda Topic: Draft Policy #5113, Attendance, Excused Absences, and Truancy ~ First Reading

Summary of Issue: After additional review of this policy by the administration and the Policy and Personnel Committee, it was determined that the district should combine the current Policy #5113 with the existing Policy #5113.1, Truancy. The option to combine these policies was a recommendation from C.A.B.E. While the Board does not approve regulations, we are including a copy of the regulations that support this policy for your review.

Background: The Board of Education approves all policy adoptions and revisions.

Alternative Strategies: Request additional revisions to the attached, draft policy.

Cost (if applicable): N/A

Funding Source: N/A

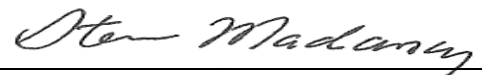
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: _____

Titles of Attachments:

- 1. Draft Policy #5113 and Current Policy #5113



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

DRAFT

POLICY #5113, ATTENDANCE AND EXCUSES combined with TRUANCY 5113.1

Note: This the current policy that was adopted by the Board of Education in June. The edits include the addition of the truancy policy. The new policy was a sample from CBE and aligns with state statutes.

Students

Attendance, Excused Absences and Truancy

Regular attendance is essential for an effective school experience and necessary for annual promotion. The responsibility for regular attendance rests with the parents or guardians of the student. The Southington Public Schools shall make every effort to keep the appropriate person informed in this most critical area.

Students in the Southington Public Schools, by Connecticut State Statute, are required to attend school regularly during the hours and days the public school is in session. It is the intent and purpose of the Board of Education to develop and foster the maximum potential in each and every student.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

It is our belief that successful performance in school is closely related to regular attendance. When a student is absent, he/she misses the important interaction that occurs in the classroom. For that reason, the Southington Public Schools establishes the following procedures and regulations which are aimed at the prevention and evaluation of absences for unexcused reasons.

When possible, authorized parents/guardians requesting dismissal before the normal end of the school day shall make a written request to do so. The parent, guardian or designee identified in such request must come into the school office and provide appropriate identification in order to pick up the student and sign the student out.

Early dismissal should be requested only in emergency or unusual situations.

Excused Absences

A student’s absence from school shall be considered “excused” if ~~written documentation~~ **verification** of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and ~~submits appropriate documentation~~ **provides appropriate verification** to school officials.

Students

Attendance, Excused Absences and Truancy

Excused Absences (continued)

Such ~~documentation~~ **verification may** includes: a signed note from the student's parent/guardian, ~~a signed note~~ **verification** from a school official that spoke ~~in person~~ with the parent/guardian regarding the absence, **voicemail from a parent/guardian**, or a note confirming the absence ~~by the school nurse~~ or by a licensed medical professional, as appropriate. ~~Documentation~~ **Verification should must** explain the nature of and the reason for the absence as well as the length of the absence. Separate ~~documentation~~ **verification must** be submitted **provided** for each incidence of absenteeism.

Some absences, such as those resulting from medical treatment or the observance of religious holidays are known ahead of time. In order to promote the most effective education in light of these absences, parents and/or guardians shall inform a school official in advance of the known absence.

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
 2. Student's observance of a religious holiday;
 3. Death in the student's family or other emergency beyond the control of the student's family;
 4. Mandated court appearances (documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required **and does not apply to exclusion from transportation for disciplinary reasons**);
 6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

Students

Attendance, Excused Absences and Truancy

Excused Absences (cont.)

When a student is out of school or class because of an excused absence, appropriate provisions will be made by school personnel regarding make up of missed assignments, homework, tests, and other class activities missed.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences, such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Unexcused Absences

It is the philosophy of the Board of Education to stress prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student's absence from school shall be considered unexcused unless

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

An unexcused absence occurs when a student is out of school for reasons other than those approved as excused absences. When a student is absent for an unexcused reason, the amount and kind of assistance provided shall be at the discretion of the student's teacher(s) after consultation with the building administrator.

Students

Attendance, Excused Absences and Truancy

Unexcused Absences (cont.)

Chronic Absenteeism

As used in this section, the applicable definitions are as follows:

1. **Chronically absent child:** an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.
2. **Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.
3. **District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the board of education for such school year.
4. **School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a district chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community

Students

Attendance, Excused Absences and Truancy

Unexcused Absences (cont.)

referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall annually include information for the strategic school profile report for each school and the District that it submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

Truancy

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By state statute, responsibility for assuring that students attend school rests with the parent/guardian. Every effort must be made to keep absences and tardiness to a minimum. To assist parent/guardian and others in meeting this responsibility, the Board of Education has developed the following procedures:

- 1. Annually notify parent(s) or other person(s) having control of each child enrolled, inclusive in writing of the obligations of the parent/guardian pursuant to student attendance (C.G.S. 10-184).**
- 2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.**
- 3. Establish a system for monitoring student's individual attendance.**
- 4. Make a reasonable effort to notify the parent(s)/guardian whenever a child fails to report to school on a regularly scheduled school day and no verification has been received by school official that the child's parent /guardian is aware of the student's absence.**
- 5. Identify a student as "truant" when the student has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.**
- 6. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" or chronically absent within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.**

Students

Attendance, Excused Absences and Truancy

Truancy (continued)

7. **Identify a student as a "habitual truant" when the student has twenty (20) unexcused absences in any school year.**
 - A. **Referral will be made to the Planning Placement Team to determine whether or not an educational evaluation is appropriate, prior to a written complaint to Superior Court.**
 - B. **File a written complaint, by the Superintendent, with the Superior Court not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (item #6) or upon the failure to cooperate with the school attempting to solve the truancy problem, alleging that the acts or omissions of any child identified as an "truant" are such that the student's family is a "family with service needs" if the parent or other person having control of the child identified as "truant" fails**
 - a. **to attend the required meeting to evaluate why the child's truant;**
or,
 - b. **to cooperate with the school in trying to solve the truancy problem.**
8. **Provide for the coordination of services and refer enrolled students who are truants or habitual truants to community agencies providing child and family services.**
9. **If in existence, refer the child to the children's probate court truancy clinic.**

A student who is identified as a "truant" may be subject to the following consequences:

- A. **Promotion to the next grade may be contingent upon the student successfully completing a summer school program.**
- B. **The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level.**

Limits of Liability

School personnel who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

Students

Attendance, Excused Absences and Truancy

Truancy (continued)

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

Students who become ill during the school day may be excused by the school nurse and transportation home must be provided by the parent or his/her designee.

Legal Reference:

Connecticut General Statutes

10-220(c) Duties of boards of education (as amended by PA 15-225)

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

10-199 through 10-202 Attendance, truancy - in general

10-198a Policies and procedures concerning truants (as amended by PA 11-136)

10-220(c) Duties of boards of education (as amended by PA 15-225)

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

PA 15-225 An Act Concerning Chronic Absenteeism

Action taken by State Board of Education on January 2, 2008, to define “attendance.”

Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.

Policy Adopted: February 1989

Policy Revised: August 2002

Policy Revised: June 23, 2016

Policy Revised:

INFORMATIONAL

DRAFT REGULATION #5113

Informational to the Board of Education, provided is a draft of the regulation that supports the policy.

R-5113

Students

Attendance, Excused Absences and Truancy

The administration has established an attendance regulation which reflects that time lost from class is essentially irretrievable in terms of opportunity for instructional exchange; that excessive absences rob teachers and students of instructional time that could be better spent on programs and activities; and that a student has an obligation to give, as well as receive, in the context of the classroom setting.

The Southington Public Schools has established 150 days as the minimum days of attendance to be eligible for matriculation to the next grade level. Absenteeism in excess of 30 days in any one school will result in an administrative review (K-8). Attendance for Southington High School students (9-12) follows the Southington High School Handbook requirements.

Definitions

The following is a listing of definitions pursuant to this regulation.

1. "Absence" - is when a student in grades kindergarten through 12 is absent from an entire day or class or school with or without parental or guardian permission.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

2. "Excused Absence" include absences from school for absences one through nine, and appropriate verification is provided by the student's parent/ guardian approving the absence, due to
 - A. Illness or injury (with doctor's verification after the tenth absence and all subsequent absences thereafter)
 - B. Death in the family
 - C. Religious holidays
 - D. Court appearances
 - E. Lack of transportation that is normally provided by a district other than the one the students attends (This reason does not require documentation **and does not apply to exclusion from transportation for disciplinary reasons.**)
 - F. Limited absence from school for special activities or extraordinary educational opportunities with parental or guardian consent, subject to the advance approval of the Principal or his/her designee, in accordance with SDE guidelines.

Students

Attendance, Excused Absences and Truancy

Definitions cont.

3. For the tenth absence and all others thereafter, the same reasons cited above shall constitute "excused" absences. Documentation by a medical professional is required for illness, regardless of the length of the absence.

The administration will determine whether absences are excused or unexcused. The school does not consider all absences from class or school which have been explained by parents/guardians to be excused. However, for purposes of the reporting of truancy to the SDE, the state approved definitions of "excused" and "unexcused" absences will be used. The District is not precluded from using separate definitions on such absences for its internal uses.

Students who have been absent from school must turn in a note from a parent/guardian or have a parent/guardian call to explain the student's absence if it is to be considered excused; otherwise it will be treated as an unexcused absence. The school does not consider all absences from class or school which have been explained by parents/guardians to be excused.

4. "Unexcused Absence" is an absence from any entire regularly scheduled school day for which the absence is not excused as defined above. A student's absence shall be considered unexcused unless the absence meets the definition of an excused absence, listed above, including the fulfillment of the verification requirements, or if an absence is the result of school or District disciplinary action.
5. "Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.
6. "Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.
7. "District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.
8. "School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Students**Attendance, Excused Absences and Truancy****Definitions cont.**

9. A "Class Cut" occurs when a student misses a class and has no legitimate reason for doing so or is tardy to or leaves school and does not have a legitimate excuse.
10. A "Tardiness" occurs when a student arrives at school later than the beginning of school. Tardiness may be explained by a parent/guardian but any absence from class that results will be considered as an accumulated absence and the student may lose credit. Students tardy to school are responsible for work done in classes missed as well as assignments given or due.
11. A "Truant" is any student who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
12. A "Habitual Truant" is any student who has twenty (20) unexcused absences within a school year.

Attendance procedure K-8

1. If a student is absent from school, the parent or other person having control of the student, will contact the school no later than 9:30 a.m. (grades 6-8) or 11:00 a.m. (grades K-5).
2. If no contact is received, the school will make a reasonable effort to notify the parent or such person having control of the student of the student's absence. A record of these attempts shall be kept.
3. The building principal will determine if the absence is unexcused. When the student has four (4) unexcused absences in a month or (10) unexcused absences in a year, a referral will be made to the appropriate staff. The appropriate staff will arrange a meeting with the parent or other person having control of the student to review and evaluate the reason for the student being a truant. This meeting shall be held not later than ten (10) days after the child is identified as a truant. If the parent or other such person declines to attend the meeting, that fact shall be documented and the meeting will be held. The appropriate staff will develop a plan to help improve the student's attendance.
4. If the parent or other person having control of a child identified as "truant" fails to attend the required meeting or fails to cooperate with the school in trying to solve the truancy problem, the building principal or designee shall notify the Superintendent. The Superintendent or his designee shall file a written complaint with the Superior Court under the Family with Service Needs law.

Students

Attendance, Excused Absences and Truancy

Definitions cont.

5. If the student has ten (10) unexcused absences, a Planning and Placement Team (PPT) meeting shall be held. The PPT will review the student's academic achievement and previous evaluations to determine testing for special education is necessary or if advancement to the next grade is appropriate.
6. After twenty (20) unexcused absences, the student will be identified as a habitual truant.
7. The appropriate staff shall coordinate services and refer truants and habitual truants to community agencies providing child and family services.

At the beginning of each new school year, any student who has had ten or more unexcused absences will be identified as an "at risk student" and will be monitored by the appropriate staff. A letter will be sent to parents/guardians to discuss the importance of regular attendance if attendance continues to be an issue.

Attendance Procedures (Grades 9-12)

As outlined in the Southington High School Student Handbook.

Note: Students at the high school are covered by the applicable definitions and procedures pertaining to "truancy."

Administrative Discretion (K-12)

The principal will reject any explanation for absence which is not found to be factual. The principal reserves the right to excuse any absence which it concludes has occurred because of mitigating circumstances. The judgment of the principal shall be considered final. The principal is responsible for the annual review, changes to, and publication of the school's attendance policy.

Students

Attendance, Excused Absences and Truancy

Legal Reference:

Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157) 10-198a
Policies and procedures concerning truants (as amended by PA 00-157 and
PA 11-136)

10-199 through 10-202 Attendance, truancy in general. (Revised 1995 - PA 95-304)

10-221(b) Board of education to prescribe rules. 46-149 Family
with Service Needs.

Campbell v New Milford, 193 Conn 93 (1984).

Action taken by State Board of Education on January 2, 2008, to define "attendance."

*Action taken by the State Board of Education on June 27, 2012 to define "excused" and
"unexcused" absences.*

Regulation approved: October 3, 1996
Regulation Revised: February 12, 2007
Regulation Revised: May 16, 2013
Regulation Revised: