

Southington Board of Education Meeting

Thursday, September 14, 2017 6:30 PM

John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, CT 06489

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:30 p.m.
 - a. Unaffiliated Employees
 - b. Negotiations Update ~ AFSCME and UPSEU
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Celebration of Excellence:
 - a. Camp R.I.S.E.
 - b. Lowe's
 - c. The Orchard Valley Garden Club
 - d. Mark Ramsay, Executive Director, L.E.A.F.
6. Approval of Minutes ~ August 10, 2017
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Superintendent's Report
 - a. Personnel Report
9. Old Business
 - a. Town Government Communications
10. New Business
 - a. Summer School Update 2017
 - b. Approval of Teacher Evaluation Plan
 - c. Compensation for Unaffiliated Employees for 2017-2018
 - d. Year End Report on 2016-2017 Superintendent's Goals
 - e. Evaluation of Superintendent of Schools 2016-2017 and Compensation 2017-2018
(After Executive Session)
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

AUGUST 10, 2017

The regular meeting of the Southington Board of Education was held on Thursday, August 10, 2017 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mrs. Terri Carmody, Vice Chairperson, called the meeting to order at 6:30 p.m.

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

Administration present: Mr. Timothy Connellan, Superintendent of Schools, Mrs. Sherri DiNello, Director of Business and Finance.

2. EXECUTIVE SESSION to Discuss Student Matters and Negotiations Update – AFSCME & UPSEU) ~ 6:30 p.m.

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 Student Matters and Negotiations Update (AFSCME & UPSEU), and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mrs. Carmody declared Executive Session ended at 6:50 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mrs. Carmody, Vice Chairperson, reconvened the regular session at 7:00 p.m.

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

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mrs. Sherri DiNello, Director of Business and Finance; and Ms. Margaret Walsh, Director of Special Services.

Student Representative present was Joseph Martin.

4. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

Mrs. Carmody called for a moment of silence in memory of Teresa King who was an elementary teacher at Plantsville School for 29 years retiring in 1990 and passed away on July 19, 2017.

5. APPROVAL OF MINUTES ~ June 22, 2017

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

“Move to approve the Regular Board of Education minutes of June 22, 2017, as submitted.”

Motion carried unanimously by voice vote.

6. COMMUNICATIONS

a. Communications from Audience

There was no audience communication.

b. Communication from Board Members

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

“Move Agenda Item 10.f ‘Middle School Activities Committee Recommendations’ to Agenda Item 8.d.”

Motion carried unanimously by voice vote.

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

“Move Agenda Item 10.g ‘Approval of Out of State Field Trip – Boston and Wrentham, MA’ to Agenda Item 6.d.”

Motion carried unanimously by voice vote.

- The Wall of Honor ceremony is October 23, 2017 at 6:00 p.m. at Southington High School. The committee applied for a 501(c)3 tax exempt status.
- Mr. Brown asked the people in the audience to contact their state legislators and Governor Malloy to approve a state budget for FY’2017-2018. Municipalities will

be starting school soon not knowing how much money that they will be receiving from the state. The state also has two items in the budget that could have a negative monetary impact on Southington.

Communication from Student Representative

- The Annual Summer Marching Band Camp starts on Monday, August 14, 2017, 8-hours a day for two weeks.
- Mr. Martin will be a senior when school starts on August 31, 2017.

c. Communication from Administration

Administration reported on the following:

1. Special Education – Annual Performance Report: Mr. Connellan reported that the Annual Performance Report from the state shows that Southington is doing a very good job with students who have special needs.
2. Summer School – Extended School Year: Ms. Walsh reported that the Extended School Year (ESY) Summer School for special needs students is driven by students' PPT (Planning and Placement Team) and IEP (Individualized Education Program). They serviced over 155 students Pre-K to age 19 this summer at Hatton Elementary School and Southington High School. She gave a detailed report about the program.
3. Summer Technology Work: Mr. Connellan reported that the summer technology work is now in place with a strong firewall and antivirus upgrades. The software will be in place for the Mobile Device Management, which will let them track the mobile devices, make sure unauthorized software is not downloaded and allows them to turn-off devices if they are stolen so they cannot be used. The new high school server will be the data hub and will serve as the vehicle for the Voice over Internet Protocol (VoIP) for the new telephone system. Mr. Connellan explained the Internet access coverage for the district and specific logins for students and staff. He will provide a report to the Board in September of where the school district currently is with Internet access versus one year ago.

d. Approval of Out of State / Overnight Field Trip – Boston and Wrentham, MA (formerly Agenda Item 10.g)

Mr. Dan Dachelet, Cross Country Coach, explained that the field trip was for the Southington High School Cross Country team to tour Boston, Massachusetts before they compete in the Frank Kelly Invitational in Wrentham, Massachusetts.

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

“Move that the Board of Education approve the field trip request for the Southington High School Cross Country Team to attend a competition in Wrentham, Massachusetts and participate in a tour of Boston, Massachusetts, as presented.”

Motion carried unanimously by voice vote.

7. SUPERINTENDENT’S REPORT

a. Personnel Report

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

“Move to approve the Personnel Report, as presented.”

Motion carried unanimously by voice vote with Mrs. Lombardi abstaining.

8. COMMITTEE REPORTS

Mrs. Carmody requested, with Board Members approval, to change the agenda line up under Committee Reports.

a. Policy & Personnel Committee Meeting ~ July 13, 2017 (formerly Agenda Item 8.b)

Mrs. Queen reported that the committee discussed the draft job description for Teacher of the Hearing Impaired K-12, a new position, because the American School for the Deaf no longer will be providing outside services. The school system still needs to meet the needs of students who require these services.

b. Finance Committee Meeting ~ August 1, 2017 (formerly Agenda Item 8.c)

Mrs. Clark reported that the Finance Committee discussed Self Insurance, Teacher of the Hearing Impaired, Technology Apple Lease #11, Year End Closeout for 2016-2017 and Middle School Athletics. Mrs. DiNello explained in detail the 2016-2017 Year End Closeout and how she is supporting the Middle School Athletics Committee with best practices for fundraising activities and suggestions on how the school district can assist this program.

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

“Move to approve the Apple Lease #11 Agreement as recommended by the Finance Committee.”

Motion carried unanimously by voice vote.

Mrs. DiNello addressed the possibility of a hearing-impaired student with the most service hours who is currently enrolled withdrawing from the school system. If that should happen, based on the population that they still need to service, the committee felt that it made financial sense to move ahead and hire the teacher.

c. Middle School Activities Committee Meetings ~ July 12, 2017, July 19, 2017 & July 26, 2017 (formerly Agenda Item 8.a)

Mrs. Queen submitted Middle School Activities Committee meeting minutes for August 8, 2017 that were not posted on the agenda (*Attachment #1*). Mrs. Queen and Mr. Oshana, Co-Chairs of this committee, discussed in detail the collaboration, partnership and charge of the committee, and timeline urgency. The following are recommendations from the Middle School Activities Committee:

- Parents formed an organization to raise funds, separate from the Board of Education Middle School Activities Committee.
- Parents formed a Booster Club called the “**Southington Middle School Athletic Association (SMSAA)**” to fund interscholastic middle school sports and, eventually, new intramurals programming.
- Southington Public Schools will run programs including hiring and evaluation of coaches, scheduling and transportation, Board of Education insurance, establishment and payment of expenses.
- Parents will be charged an activity fee collected by the Southington Public Schools for all sports including cross country. The main reason is to protect the confidentiality of parents and students that could not afford the fee.
- Funding from SMSAA for coaches stipends will be collected before the start of each season.
- Extent of programming will be based on how much money can be raised as of a set date prior to each season.
- Assuming that the costs will be less than \$120,000 and working with administration to identify cost savings with some costs still needing to be determined.
- There will be equity of opportunity between middle schools.
- All safety protocols and training requirements will be met.

Mrs. Queen and Mr. Oshana, Co-Chairs, support the work of the committee and endorse the presentation this evening from the Southington Middle School Athletic Association (SMSAA).

Board members stated that it was amazing on what these committees have accomplished in a short one-month timeframe and praised the dedication and partnership between the Board of Education sub-committee and the Parent Booster Club.

Mr. Mike Taylor, Vice President of the Southington Middle School Athletic Association (SMSAA) representing DePaolo Middle School, gave a PowerPoint presentation on what this parent committee has achieved thus far to save and improve middle school sports and activities (*Attachment #2*). He explained at length the three-year phased-in approach with an emphasis on equity, sustainability and inclusiveness. His presentation included:

- Establishing a not for profit 501(c)3 Booster Club and bylaws.
- Southington Middle School Athletic Association (SMSAA) intentions
- Established temporary SMSAA Officers: Mike Defeo, Mike Taylor, Casie Messina, Alisa Delmonte, and Kim Carr. In 90-days they will hold elections.
- Three-Phases over three years.
- Phase 1: Saving as many existing middle school sports and fundraising. A \$100 activity fee would be assessed to roster spots of each sport with possible family cap. No student would be excluded. Activity fee to be handled by Southington Public Schools. What year one scheduling would look like. What the “new” student athlete would look like in year one. Cheerleading will be moved into the winter season.
- Phase 2: Restore full schedules and ramp up fundraising /grants.
- Phase 3: Introduce intramural programs in both middle schools.

The SMSAA requested that the Board of Education approve the new funding structure/partnership between the SMSAA and Southington Public Schools to restore middle school sports short-term and add/enhance additional opportunities long term and to discuss and approve an activity fee.

The Board members discussed this at length including if the coaches stipends had been negotiated. This was being discussed with Mr. Dan Hart, President of the Southington Education Association, depending on the number of days and possibly paying on a per diem basis.

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

“Move to move forward and agree to enter into a partnership with the SMSAA and Board of Education to continue along with the Middle School Sports Program.”

ROLL CALL VOTE: YES - Mrs. Clark, Mr. Derynoski, Mr. Brown, Mrs. Lombardi, Mrs. Champagne, Mr. Oshana, Mrs. Queen, Mrs. Carmody. **Motion carried unanimously.**

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

“Move that the Board of Education create a student athletic activity fee for participation in Middle School Sports.”

Mrs. DiNello stated that it would be helpful if the Board determined a fee tonight with the committee looking further into establishing a family cap and working out logistics. The Southington Public Schools will be collecting the fee and applying it to the expense of the program. The Board members discussed at length how to word the motions.

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

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

“Move that the Board of Education establish that the Student Athletic Activity Fee for participation in Middle School Sports will be in the amount of \$100 per student, per sport for the 2017-2018 school year.”

The Board members discussed the wording of the motion.

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

“Move that the Board of Education establish a Student Athletic Activity Fee for participation in Middle School Sports in the amount of \$100 for the 2017-2018 school year.”

Mr. Oshana thought that it was important that the SMSAA discuss a family cap.

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

Mr. Oshana praised the work of the SMSAA for saving the middle school sports. He noted that Mr. Defeo, President of the SMSAA, does not even have children in middle school sports.

Ms. Casie Messina announced that the SMSAA Booster Club will hold a meeting at the Town Hall on Tuesday, August 15, 2016 at 6:15 p.m. and is opened to the public.

Mrs. Carmody pointed out the talented artwork of the Southington Public School students hanging on the walls in the John Weichsel Municipal Center Public Assembly Room.

9. OLD BUSINESS

a. Town Government Communications

There was no communication.

10. NEW BUSINESS

a. Superintendent's Annual Report ~ 2016-2017

Mrs. Carmody requested that the annual report be put on the school district's website to showcase the accomplishments of the district. The Board members praised the well-written, highly informative report and requested that it be sent as a pdf to the chairman of the Town Council and Board of Finance.

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

“Move to approve the Superintendent's Annual Report for the 2016-2017 school year, as submitted.”

Motion carried unanimously by voice vote.

b. Class Size Report

Mr. Connellan stated that the elementary class size report, based on projected enrollment through August 7, 2017, shows the district in good shape. However, at this time of year, the numbers are always changing.

c. School Opening Dates ~ 2017-2018

The 2017-2018 Opening of School dates are for the Board's information and includes the dates of the various school open houses.

d. Job Description Approval ~ Teacher of the Hearing Impaired K-12

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

“Move to approve the job description for a Teacher of the Hearing Impaired K-12, as recommended by the Policy and Personnel Committee.”

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

e. Woodland Heights Development ~ District Attendance

Mr. Connellan explained that this new neighborhood is currently designated as a Thalberg Elementary School attendance area where currently instructional space is limited and could affect student enrollment. He stated that it would be beneficial to designate just this area to Flanders Elementary School, which has the classroom space.

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

“Move to designate the Woodland Heights development for attendance at Flanders Elementary School given the current enrollment projections at both Thalberg and Flanders Elementary Schools and the proximity of the new location to Flanders Elementary School. It is likely that redistricting will occur as a result of the work that will be undertaken by the Board and the community once the enrollment study has been completed.

Motion carried unanimously by voice vote.

f. Possible Action ~ Middle School Activities Committee Recommendations
(moved to Agenda Item 8.d)

g. Approval of Out of State / Overnight Field Trip – Boston and Wrentham, MA
(moved to Agenda Item 6.d)

11. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:19 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Middle School Activities Committee

August 8, 2017 5:40 pm

Municipal Center Conference Room #2

Attendees: Mike DeFeo, Casie Messina, Mike Taylor, Patricia Queen, Zaya Oshana, Tim Connellan

Absent: Kim Carr, Alisa DelMonte, Dave Lepreay

Questions from the last meeting were discussed.

Tim Connellan handed out a proposed draft Per Diem stipend structure for the coaches. Stipends go back many years and there was no exact formula for calculating them on the record. Tim spoke to Rick Terino and came up with the following. There has been 1 week of tryouts, 2 weeks of practice and 6 weeks of the season. In total 9 week with a 5 day a week schedule. Using this, Tim calculated the stipends on a 4, 3 and 2 day a week schedule. He will be working with Dan Hart on this to see if the SEA will agree to this structure.

The question on in town transportation is still being researched.

The cost of the Site Manager role is still under discussion. Tim will work with Dan Hart on this.

Discussion took place on preparation for the board presentation. Discussion items: what has been done so far, the establishment of the SMSAA, initiatives of the committee, focus on interscholastic activities, a three phased approach, what is the ultimate objective, how do we get there and how do we sustain.

Phase 1: Focus on getting a schedule in place for the fall, winter and spring seasons, what sports and what schedule can we get set up, what is the new student athlete

Phase 2: Try to reinstate the remainder of the full schedule for each season

Phase 3: Set up an Intramural schedule and other activities to reach more students

Discussion of the activity fee came up. It was discussed that if this committee recommends an activity fee be implemented, it would then become a discussion and action item for the full BOE. If the fee came to be, the Board would collect the fee, not the booster organization. There was discussion on what the reasonable fee would be, is \$100 reasonable, would the fee be per roster spot, would there be a family cap, what if a student does multiple sports? No student would be denied access because they cannot afford to pay the fee.

If the full Board of Education approves the proposed structure, there would be collaboration between the district and the SMSAA. SMSAA would fund the activities and the district would run the programs.

The committee reviewed the financial operating statement prepared by the SMSAA to fund the sports seasons. The assumptions include a \$100 activity fee per roster spot. With that in place, the committee would need to raise approximately \$53,000 to fund the three seasons on a 3 day per week schedule.

Greg Ferry will be asked to research what surrounding towns charge for their activity fee and whether it is per roster spot or if there is some type of cap.

The Parents Committee has set a Drop Dead Date of September 8 where they will know what funds they have available. The fund balance as of that date will drive what the fall schedule will look like.

Update on the Parents Organization. The Southington Youth Basketball program has offered the use of their PO Box to the group. Officers of the group have met with Sherri DiNello to get advice on the setup of their organization and the funding mechanism, there has been a lot of discussion on fundraising, pledges have started to come in and there is approximately \$10,000 already pledged, they have legal resources helping to set up the tax exempt status, and much work has been put in to set up the budget.

Our next step will be to present the proposal to the Board of Education at this Thursday's meeting and open it up for discussion and hopefully receive formal approval of the concept and the activity fee.

Meeting adjourned at 7:15 pm

Respectfully Submitted: Zaya Oshana



Saving And Improving Middle School Sports and Activities

SMSAA Update/Overview

August 10, 2017

Topics to Review

- What We've Achieved Thus Far
 - Establishment of a not for profit 501c3 booster club Southington Middle School Athletic Association (SMSAA), Our Intentions, Current Structure
 - Development of a Phased Approach/Roadmap
- Introduction/Overview of Our Phased Approach
 - 3 year plan with an emphasis on equity, sustainability, and inclusiveness
 - Review possible funding sources/current commitments
- Ask for Motion of Approval
- Next Steps

What We've Achieved Thus Far : SMSAA Establishment

TOWN OF SOUTHTON
MIDDLE SCHOOL ATHLETICS ASSOCIATION
BYLAWS

ARTICLE I: NAME

The name of this organization shall be the SOUTHTON MIDDLE SCHOOL ATHLETICS ASSOCIATION (SMSAA).

ARTICLE II: OBJECTIVE

The objective of this group shall be to support the after-school athletic activities of middle school students in the Town of Southington. Our goal is to work in cooperation with the various Town of Southington departments to improve, maintain and support the town's afterschool athletic program for middle school students. We believe that strong middle school athletic programs are vital to the active, healthy culture and shared values of our community. This association will provide a channel through which residents and other interested parties can unify and partner with each other for the advancement of these programs in town.

ARTICLE III: POLICIES

- A. This association shall be nonprofit, nonpartisan and nonsectarian.
- B. The purpose of this association shall be, organizational, informative and financial.
- C. No political candidate shall be endorsed by this organization. Neither the name of the association nor the names of its executive board members in their official capacities on the SMSAA shall be used in any connection with a commercial concern or with any partisan interest. This organization may cooperate with other agencies active with children's welfare.

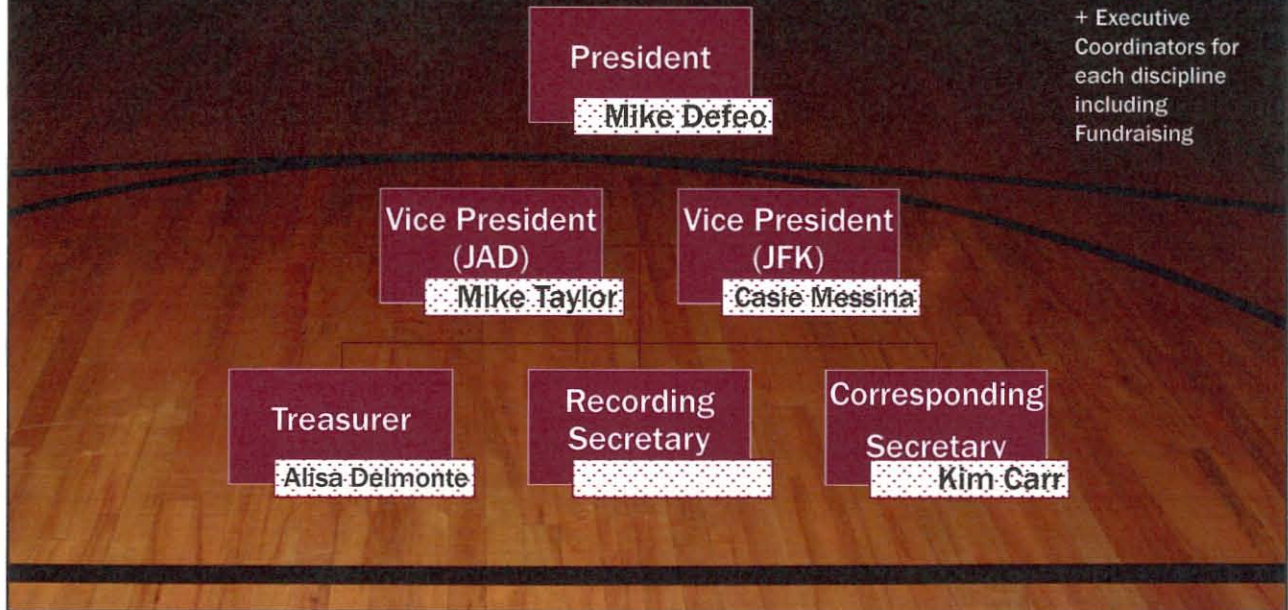
ARTICLE IV: MEMBERSHIP + QUORUM

- A. Any Southington resident may become a member.
- B. A member shall be deemed in good standing, when such member attends at least 4 of SMSAA meetings in a given fiscal year, and/or volunteers for a SMSAA committee or event. Only members in good standing of the organization shall be eligible to serve as an officer of the executive board, with the exception of the president or the vice president positions. In order to serve in the position of president or vice president, a member in good standing must also be a current or previous officer, coordinator, or committee chairperson.
- C. A quorum shall be the majority of the members present.

SMSAA Intentions

Southington Middle School Athletics Association (SMSAA) is a non-profit organization that serves the Southington community. We are organized to provide funding for after school athletic activities including, but not limited to, interscholastic sports.

ARTICLE V: OFFICERS



Introducing Our Phased Approach

How Do We Get There?

3 Phase Approach

- **Phase 1 (Year 1)** - Restore as many middle school sports programs and schedules as funding allows
- **Phase 2 (Year 2)** - Restore schedules that were unable to be fully funded in Year 1 and look for opportunities to expand activities
- **Phase 3 (Year 3)** - Establish intramural programs that would be open to entire student populations of both schools

Phase 1. Save As Many Existing Middle School Sports Teams as We Can Year 1

- Focus year one efforts season by season, starting with Fall 2017
 - Once funding is in place for Fall season, transition and focus on subsequent seasons
- New Fall season now consists of 3, not 4 activities
 - Suggest moving Cheer to Winter for this year
- Develop a robust and ongoing fundraising apparatus for long-term sustainability

Phase 1. What does the “new” student athlete look like for Year 1?

- Each roster spot will be assigned an activity fee
- Remaining costs will be offset by SMSAA Fundraising efforts
- Cost per student athlete will decrease through cost savings and efficiencies



Phase 1 - More on the Activity Fee

- \$100 activity fee is assessed to roster spots of each sport
- Possibility of implementing a “family cap” per sport per family
- \$100 fee is comparable - and in many cases - less expensive to surrounding communities’ middle school sports fees and similar extra curricular activities
- No student will ever be excluded from participation if they cannot afford the activity fee
- Activity fee will be handled by the Southington Public Schools



Phase 1 - More on what Year 1 Scheduling Looks Like

- Coaches' stipends as well as game and practice schedules will be determined by funding amount
 - Scenarios could include a 3 day a week schedule for year 1 if that's all funding allows
- We'll be able determine what we can support for the Fall by Sept 8
- Cheer moves to the winter season



Phase 2. Restore Full Schedules and Ramp Up Fundraising

As fundraising dollars grow, possibilities of lowering Activity fees may be realized

Grants – Lay Foundation For Latter Year 1 Seasons and Year 2 Cost Offsets

- Fundraise and write for grants through local organizations such as the Calvanese Foundation and national organizations such as Dick's Sporting Goods' Sports Matter programs

Group Fundraising Events – Establish for Year 2 and Ongoing Funding

- Ideas include charity 5Ks, golf tournaments, charity games, fundraiser nights at local restaurants

Individual Player Fundraising Efforts

- Calendar Fundraiser, etc

Potentially introduce one or two new competitive sports if funding allows (boys volleyball for instance)

Grants to USA Nonprofits in New England for Health, Academics, Community, and Athletics Programming for Children

Deadline: Ongoing

Grants to USA nonprofits for children's programming in the New England region. Priority areas include: outreach, athletic health. Eligible states include: Massachusetts...



Phase 3. Introduce Intramural Programs in Both Middle Schools

- Designate staff meeting days at the schools as "Intramural" days at the schools
- Programs open to all members of the student population at both schools
- Opportunities for co-ed activities and sports
- Mirror surrounding school districts who have similar programs in place, with costs ranging from only \$7,000 - \$9,000 annually.



Our Ask for Approval

Approve the new funding structure/partnership between the SMSAA and Southington Public Schools to restore middle school sports short term and add/enhance additional opportunities longer term.

Discuss and approve an activity fee.

Board of Education

Administrative Report

September 14, 2017



- 1. Opening of School**
- 2. Professional Development**
- 3. Summer Projects**
- 4. Grade 3 Artist in Residence Project**
- 5. Introduction of new administrators**
 - a. Jen Discenza – Director of School Counseling 6-12**
 - b. Sonya Kunkel – Special Education Coordinator**
 - c. Amy Zappone – Mathematics Coordinator K-12**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date September 14, 2017

Decision Requested X Agenda Code 8. a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2017 – 2018.

Background: The attached report lists personnel activity from August 1, 2017, through August 30, 2017.

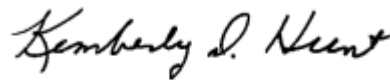
Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – September 2017

PERSONNEL ACTIVITY REPORT

FOR: September 2017

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Thomson, Kayla	Kindergarten Teacher	Flanders		August 28, 2017	MA	Quinnipiac University	\$50,058.00
Reney, Brianna	Social Worker	PES/TES		August 28, 2017	MA	University of St Joseph	\$50,058.00
McCormack-Perkins, Heather	Teacher of the Hearing Impaired	District		August 28, 2017	6 th Year	Central CT State University	\$92,366.00
DeVona, Kiah	Special Education Teacher	JAD		August 28, 2017	MA	University of CT	\$50,058.00
Kowalczyk, Katarzyna	World Language Teacher	SHS	.40	August 28, 2017	6 th Year + 30	University of Warsaw	\$55,728.00 prorated
Vitello, Kaitlyn	Grade 1 Teacher	DES		August 28, 2017	MA	Quinnipiac University	\$50,058.00
Miliard, Sarah	Special Education Teacher	DES		August 28, 2017	BA	Southern CT State University	\$50,395.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Celli, Stefano	Technology Assistant	District	25.00	August 21, 2017	\$14.35
Rovirosa, Jorge	Technology Assistant	District	25.00	August 21, 2017	\$14.35
DellaFera, Jill	Special Education Paraeducator	SHS	31.25	August 29, 2017	\$15.36
Smith, Samantha	Special Education Paraeducator	SHS	31.25	August 29, 2017	\$15.36
Bonola, Marcy	Grant Funded Literacy Tutor	South End	25.00	August 31, 2017	\$20.12
Cerra, Michelle	Special Education Paraeducator	DES	19.00	August 31, 2017	\$15.36
Gallo, Paul	Evening Custodian	South End	19.50	August 31, 2017	\$14.73
Marek, Christine	Grant Funded Math Tutor	South End	25.00	August 31, 2017	\$20.12
Mierzejewski, Stephen	Grant Funded Math Tutor	JAD	25.00	August 31, 2017	\$20.12
Zack, Carrie	Grant Funded Math Tutor	JFK	25.00	August 31, 2017	\$20.12

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Mulholland, Yvette	Grade 1 Teacher	DES	August 7, 2017	9 years	No
Fedorchak, Nicole	Music Teacher .60 FTE	TES & HES	September 16, 2017	1 year	No
Colonair, Alexandra	Speech Language Pathologist	District	September 29, 2017	3 years	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Noyes, Jonathan	Part-Time Custodian	South End	August 7, 2017	5 years	No
Goldberg, Patricia	Part-Time Special Education Paraeducator	DES	August 12, 2017	8 years	Yes
Tack, Christopher	Full-Time Special Education Paraeducator	SHS	August 16, 2017	5 months	No
Mette, Kelly	Part-Time ABA Therapist	Hatton	August 17, 2017	2 years	No
Becotte, Patricia	Full-Time Special Education Paraeducator	SHS	August 28, 2017	7 years	No
Del Debbio, Kelly	Part-Time Library/Media Paraeducator	JFK	August 29, 2017	7 years	No
Chalfant, Tiffany	Part-Time Nurse	JFK	August 31, 2017	1 year	No

TRANSFERS

Certified

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

Classified

Name	From Position	From School	To Position	To School	Effective Date
Norton, Marie	Part-Time Sp Ed Paraeducator	Hatton	Full-Time Sp Ed Paraeducator	Hatton	August 31, 2017

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No unpaid leaves of absences in the month of August					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Patten, Candace	Assistant Dept. Head, Social Studies	SHS	August 28, 2017	\$1,162.00

Resignations

Name	From Position	School	Effective Date
Krekoska, Donna	Year Book Advisor	JAD	August 12, 2017
O'Donnell, Kaitlyn	Head Coach, Gymnastics	SHS	August 14, 2017
Nichols, Elizabeth	Assistant Coach, Girls Volleyball	SHS	August 23, 2017
Moreau, Debra	Student Council Advisor	JAD	August 25, 2017
Kowalchuk, David	Assistant Coach, Boys Soccer	SHS	August 31, 2017

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date September 14, 2017

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

Southington Summer Programs



2017

Presented by:
Dave DeStefano

Program Highlights



- Both ES and HS enrichment programs continued to show growth. (+26%)
- Twenty-one elementary enrichment courses were offered, fifteen of which had sufficient enrollment.
- Attendance for each program was taken and tracked on Google spreadsheets.
 - Spreadsheets were shared by all instructors and corresponding administrative personnel.
- The Southington Community Services provided financial assistance to 12 families totaling \$2,970 in coverage.
- Six diplomas were awarded at conclusion on the high school credit recovery program.



[Bus Routes](#)

[CT Sex Offender Registry](#)

[Family Resource/Early Child](#)

[Food Services Program](#)

[Preschool](#)

[School/Street Directory](#)

[Southington Drug Task Force](#)

[STEPS](#)

[Summer Math](#)

[Summer Reading Lists](#)

[Summer School](#)

[6-8 Summer School](#)

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[Camp Invention](#)

[Elementary Enrichment](#)

[High School Enrichment](#)

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Southington Public Schools Summer Enrichment 2017

Grades K-5 Program and Classes

Dear Parent/Guardian and Student:

The Board of Education will offer another great year of elementary-level summer enrichment. Parents or guardians, wishing to satisfy their child's curiosity and promote collaborative skills, will be able to register their children in an enrichment class at various grade levels.

WHO: Students Entering Grades K-6

WHEN: July 10 - 28, 2017
Monday - Friday

WHERE: Hatton Elementary School

TUITION: \$165 per student/session -OR-
\$275 per double session

DISCOUNT: \$50 sibling discount

TIMES: 9:00 - 12:00 p.m.

Session A: 9:00 - 10:30 a.m.

Session B: 10:30 - 12:00 p.m.

15 minute break built in during the session with
teacher present

SHOWCASE: Friday, July 28

11:30 - 12:00 p.m. 30-Minute Gallery Walk

NOTE: Transportation and snacks are not provided for this program

2017 Summer registration forms available now!

2017 Classes	Grade Level (2017-2018)	Instructor (Home School)	Session(s)*
All Star Kiddos	K - 1	Ms. Petro (Strong)	FULL
Under the Sea	K - 2	Ms. Petro (Strong)	FULL
Innovation Creation & Science Exploration	1 - 3	Ms. Bacchus (Strong)	A
From Seed to Plant	1 - 3	Miss Carvalho (Flanders)	A or B
Creative Writing	1 - 3	Mrs. Padroff (Flanders)	A
TechnoKids	1 - 3	Mrs. Newland (PES & KES)	B
Books & Cooks	1 - 3	Mrs. Raposa (Flanders)	FULL
Pixel Art Madness	1 - 3	Mr. Pribila (HES/TES)	A

Elementary Enrichment Data

Class	Entering Grades
All Star Kiddos	K – 1
Under the Sea... That's Where I'll Be	K – 2
Creative Writing	1 – 3
Innovation Creation & Science Exploration	1 – 3
TechnoKids	1 – 3
From Seed to Plant	1 – 3
Cooks & Books	1 – 3
Pixel Art Madness	1 – 3
Mathematical Mindsets	3 – 5
Theater and Performance	3 – 5
Journalism –Be a Newspaper Reporter	3 – 5
Journalism –Be a News Reporter	3 – 5
Woodworking	3 – 6
Robotics	3 – 6
Creative Writing	4 – 6
Exploring the Arts	4 – 6
Pixel Art Madness	4 – 6
Cutthroat Kitchen	4 – 6
Sports & Math	4 – 6
Computer Science –Game Design	4 – 6
Computer Science –Sports	4 – 6

Elementary Enrichment Data



	# of students	Vs. LY	# of sessions	Vs. LY
Elementary	83	+12	134	+19
Pre-K	7	+2	11	+4
Kindergarten	14	±0	23	±0
Grade 1	17	+8	29	+15
Grade 2	16	+3	23	+1
Grade 3	11	-6	18	-11
Grade 4	13	+8	22	+13
Grade 5	5	-3	8	-3

Elementary Enrichment Data



Representing Schools	Number Enrolled	Versus 2016
Pre-School	7	+2
<u>Derynoski</u>	11	-1
Flanders	17	+11
Hatton	9	+2
Kelley	8	+3
Plantsville	2	-5
South End	6	±0
Catholic School	1	+1
Strong	4	-7
<u>Thalberg</u>	18	+6
Total	83	+13

Elementary Enrichment Photos



Elementary Enrichment Photos



Elementary Enrichment



July 21, 2017

Hello,

I just wanted to take the time to tell you how pleased we are with your program. My son XXXXX is in the theatre class and he loves it. Miss XXXX keeps the class interesting and he is learning so much. I am highly recommending this program to everyone!

-Anonymous

July 25, 2017

Hello,

Thank you again for yet another great summer enrichment program. XXXX has thoroughly enjoyed his classes this year. Thank you and your terrific staff for another great year.

Thank you again,

-Anonymous

~Emails from parents~

Middle School Data



Representing Schools	Number Enrolled	Versus 2016
<u>DePaolo</u>	6	-3
Kennedy	8	+1
Total	14	-2

Middle School	14	-2	23	-4
Grade 6	2	+1	4	+3
Grade 7	6	+1	9	-1
Grade 8	6	-4	10	-6

High School



- At the high school level, low enrollment was attributed to student success during the school year by successfully earning credit.
 - As a result there were significantly less students eligible for summer school.
- Class sizes were relatively low.
 - As a result there was greater one-on-one instruction
- Several computer rooms and a chrome cart were available.
 - Teachers were able to use Google documents and classroom. Work was monitored and allowed for immediate feedback.

High School Data



Session	# Enrolled	Vs. 2016
English 9	8	+3
English 10	5	-2
English 11	10	+5
English 12	2	±0
Algebra I	8	-8
Algebra II	9	+1
Geometry	5	+3
Earth Science	4	-1
Biology	2	±0
U.S. History	0	±0
Civics	0	-4
Health	2	-3
P.E.	Plot Area	±0
Total	57	-6

High School Data

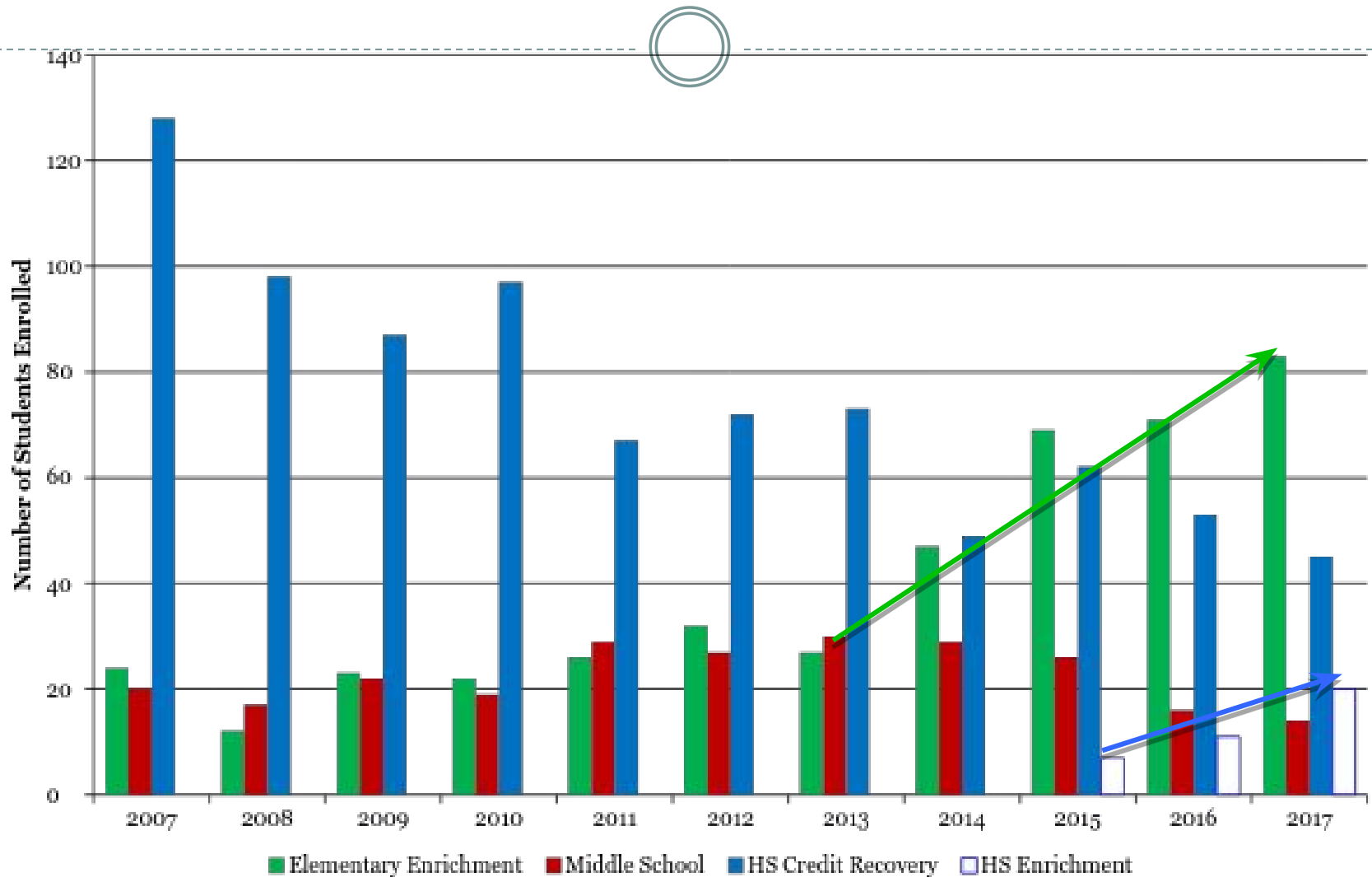


High School	45	-8	57	-6
Grade 8	1	+1	1	+1
Grade 9	14	-2	17	-1
Grade 10	9	-6	13	-5
Grade 11	15	±0	20	+2
Grade 12	6	-1	6	-3

HS Enrichment	20	+9	31	+13
Grade 9	7			+11
Grade 10	6	-4	10	-7
Grade 11	7	+6	10	+9
Grade 12	0	±0	0	±0
Totals:	162	+11	245	+22

Series "Elementary Enrichment" Point "2010"
Value: 22

Enrollment – Past Ten Years



Note: Elementary enrichment program began in 2005

Recommendations for 2018



- Transition to using an on-line learning platform for students who need content in specific areas not traditionally offered.
- Expand the High School Enrichment program to include other courses.
 - Teacher-developed
 - College Essay Workshop (one week)
- Provide Teacher-assistant (TA) opportunities for high school students for our elementary enrichment program.



Camp Invention®



2017

Presented by:
Dave DeStefano

Program site and dates



Site

- Strong Elementary School

Dates

- July 31st – August 4th
- 9:00 a.m. – 3:30 p.m.



Bus Routes

CT Sex Offender Registry

Family Resource/Early Child

Food Services Program

Preschool

School/Street Directory

Southington Drug Task Force

STEPS

Summer Math

Summer Reading Lists

Summer School

6-8 Summer School

9-12 Summer School

Camp Invention

Elementary Enrichment

High School Enrichment

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Camp Invention 2017 Launch

Camp Invention

INSPIRING FUTURE INNOVATORS

**Sign up by May 1 to save \$15
using promo code CampInv15**

For children entering K - 6th grade -
STEM Concepts - Experienced Local Educators

campinvention.org

Imaginations get their rocket fuel at Camp Invention! This summer's all-new curriculum allows children in kindergarten through 6th grade to experience real-world problem solving and creative thinking as they transform a distant exoplanet, take risks as future entrepreneurs, blast rockets and rubber chickens, and wire a circuit to create their own Spy Gadget Alarm Box! Local educators lead a week of hands-on activities that will launch your child's imagination. Call 800.968.4332 or visit www.campinvention.org.

Enrollment Timeline and Milestones



- Alumni discounts were announced in December
- Strong initial enrollment in January, mostly alumni returning.
- January 20th: 35 students had enrolled (met min.)
- February 14th: 90 students had enrolled
 - Enough to staff an assistant director and run all 5 modules.
- March 9th: 110 campers (Max. enrollment)
 - First school district in CT to meet the maximum enrollment
 - Sixth quickest in the Northeast

2017 “Launch”



Camp Invention®

Snapshots

Camp Invention: Games™



Duct Tape Billionaire™



Have A Blast™



Mission Space Makers™



Operation: Keep Out!™



Moving Forward



2017 Highlights

- 119 participants (Full enrollment –all four years)
 - 61 returned from last year
 - 18 wait-listed
- Three scholarships offered totaling \$695 in tuition reduction.
- Strong Elementary School proves to be an ideal site
- 99.4% Attendance rate.

2018 Suggestions

- Consider offering two, one-week camps; one in June
 - Alumni discount is \$35 off registration
- Offer four scholarships.
- Continue to use Strong Elementary School

Another Great Looking Group!!



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date September 14, 2017

Decision Requested X Agenda Code 10 b

AGENDA REPORTING FORM

Agenda Topic: Approval of Teacher Evaluation Plan

Summary of Issue: Administration is asking that the Board of Education approve the 2017-2018 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 2017-2018 school year

Titles of Attachments:

1. Teacher Evaluation & Support Plan



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 2017-2018 school year.*

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

Committee Members

Steven Madancy

Assistant Superintendent for Instruction and Learning

Amy Aresco

Special Education Coordinator

Charity Baker

Teacher, Thalberg Elementary School

Stephen Bergin

Principal, Plantsville Elementary School

Jennifer Discenza

District Counseling Coordinator

Melissa D’Orazio

Teacher, Kelley Elementary School

John Duffy

District Science Coordinator

Michael Garry

Teacher, DePaolo Middle School

Daniel Hart

Teacher, Southington High School

Kimberly Hunt

Personnel Manager

Kimberlee Kalat

Teacher, DePaolo Middle School

Sonya Kunkel

Special Education Coordinator

Stephanie Lawlor

District Language Arts Coordinator

Justin Mirante

Teacher, Southington High School

John O’Neill

Teacher, Kennedy Middle School

Melissa O’Neil

Teacher, South End Elementary School

Sara Ossias

Teacher, Southington High School

Frank Pepe

Principal, DePaolo Middle School

Rachel Pitino

Teacher, Kelley Elementary School

Rebecca Savelkoul

Instruction Technology Coordinator

XXX

District Math Coordinator

Jeff Shaw

Assistant Principal, Southington High School

Kara Sievel

Teacher, Kennedy Middle School

Rita Stearns

Counselor, Kennedy Middle School

Brian Stranieri

Principal, Southington High School

Richard Terino

Principal, Kennedy Middle School

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Southington's System for Teacher Evaluation and Support

Context

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

Design Principles

The following principles guided the design of this model:

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

II. Evaluation System Overview

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

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

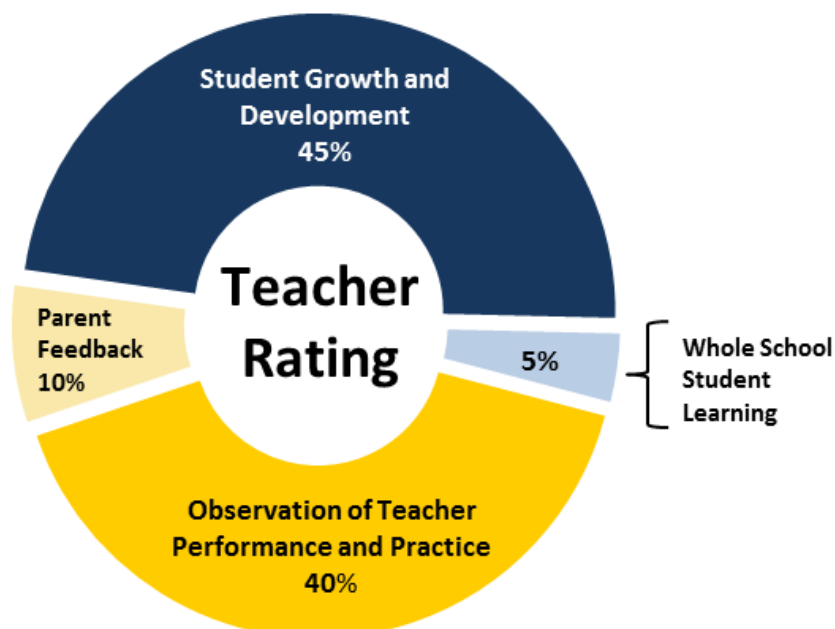
Exemplary – substantially exceeding indicators of performance

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-3a; formal observations - Form F-2c). 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-2a 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-2b) 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-2c); 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:

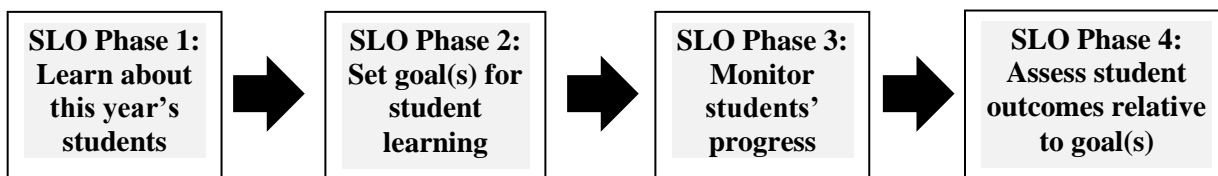
- Student growth and development, which represents 45%.
- Whole-school student learning which represents 5% of the total evaluation rating.

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 = Ambitious
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.

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.

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%)

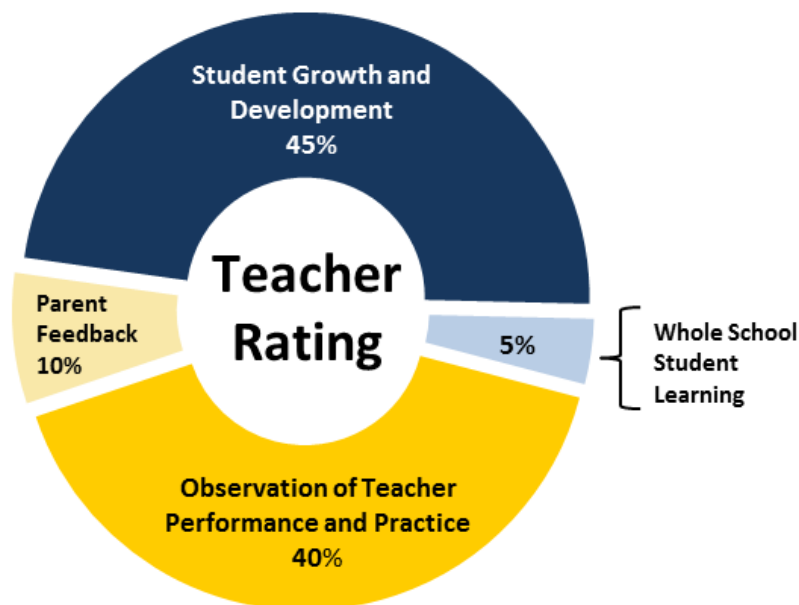
Whole-school student learning indicator

The Southington Educator Evaluation plan shall include a whole-school student learning indicator in teacher evaluations. A teacher's indicator rating shall be assessed on the individual's progress on strategies to further the school goal. The school goal is based on the aggregate rating for multiple student learning indicators as identified in the School Profile and Performance Report.

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.

1. **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).
2. **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:

Indicator 2a

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

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>All characteristics of Proficient plus one or more of the following:</i>
Standards alignment	Designs plans that are misaligned with relevant Connecticut content standards ⁸ or discipline-specific state and national guidelines.	Designs plans that partially align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
Evidence-based practice	Designs plans that are not evidence-based.	Designs plans that are partially evidence-based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data ⁹ to address learner needs and to support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Designs 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.	Plans include opportunities for learners to develop their own objectives.

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 F1 (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	Mid-year IAGD Progress	Mid-Year IAGD Revision if applicable	End of Year Outcome
1a. By May 2017, 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	16 students who scored a 0 on the baseline CRA question 4 have increased their score on question 4 of the		By May 2017, 22 students who scored a 0 on the baseline CRA question 4 increased their score on question 4 of the CRA with the Critical

Reading Assessment Rubric by 3 points.	CRA with the Critical Reading Assessment Rubric by 3 points.		Reading Assessment Rubric by 3 points.
1b. By May 2017, 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.	8 students who scored a 1 on the baseline CRA question 4, have increased their score on question 4 of the Critical Reading Assessment Rubric by 2 points.		By May 2017, 11 students who scored a 1 on the baseline CRA question 4, increased their score on question 4 of the Critical Reading Assessment Rubric by 2 points.
1c. By May 2017, 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.	2 students who scored a 2 on question 4 of the baseline CRA have scored within the analyze or critique indicator (3-4 points) on the Critical Reading Assessment Rubric.		By May 2017, 2 students who scored a 2 on question 4 of the baseline CRA scored within the analyze or critique indicator (3-4 points) on the Critical Reading Assessment Rubric.

End-of-year Narrative

1a.

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.

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.

Outcome:

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

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 F1 (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 F1 mid-year and end of year conferencing, 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 2018, 5/20 (25%) students who measured at the “improvement needed” range in September 2017 will improve decoding and fluency skills by reaching the “progressing towards” range as measured by the Dibels Oral Reading Fluency.

1b) By May 2018, 12/20 (60%) students measured at “progressing towards” in September 2017 will master all decoding and fluency skills by reaching the “meets or exceeds” range as measured by the Dibels Oral Reading Fluency.

1c) By May 2018, 3/20 (15%) students measured at “meets/exceeds” in September 2017 will demonstrate growth in second grade decoding and fluency skills by maintaining scores that range in the “meets/ exceeds” range as measured by the Dibels Oral Reading Fluency.

Non-standardized IAGD:

1a) By May of 2018, 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 2018, 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 4-8

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:

IAGD 1

1a) By May 2018, nineteen of nineteen students will produce a median Student Growth Percentile of 40 based on the average of 39 (2012), 41 (2013), 40 (2014) and 39 (2015) as measured by the STAR Literacy assessment.

1b) By May 2018, fourteen of nineteen students will exceed 40 SGP as measured by the STAR Literacy assessment.

Non-Standardized IAGD:

1a) By May 2018, 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 2018, 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 2018, 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 2018, 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 2018, 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 2018, 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
<p>ORGANIZATION LIT 1c; LIT 1e; LIT 2c; LIT 2f; LIT 3c; LIT 3e; WHST 1c; WHST 1e; WHST 2c; WHST 2f</p> <p><i>I can demonstrate organized and purposeful communication.</i></p>	<p>I can organize claims, details, examples, and evidence in a purposeful way that is powerful.</p> <p>I can integrate evidence fluidly, and use appropriate transition words effectively.</p>	<p>I can organize claims, details, examples, and evidence in a logical way, integrate evidence, and use appropriate transition words consistently.</p>	<p>I can organize my ideas sequentially and use transition words.</p>	<p>I can begin to organize my thoughts and use basic sentence structure to convey my ideas.</p>

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 2017, 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 2017, 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 2017, 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 2018, 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.”

Math

SLO: Students will improve their math practice of computation and math problem solving.

IAGD 1

1a) By May 2018, nineteen of nineteen students will produce a median Student Growth Percentile of 40 based on the average of 39 (2012), 41 2013, 40 (2014) and 39 (2015) as measured by the STAR Numeracy assessment.

1b) By May 2018, fourteen of nineteen students will exceed 40 SGP as measured by the STAR Numeracy assessment.

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>School sets 1 parent engagement goal and teacher adds action steps</p> <p>School sets 1 school-wide student learning goal and teacher adds achievement strategy</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 strategies 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 Evaluation Form

Teacher Name: _____ Date: _____
 School: _____ Grade: _____ Subject: _____
 # Students covered by this SLO: _____ % Students covered by this SLO: _____

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

Student Learning Objective (SLO)

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

Background Information and Baseline Data

Strategies/Actions to Achieve the SLO

Record SLO strategies/actions.

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

Remember to

- *If IAGD is tiered, use 1a, 1b, 1c, etc.*
- *Set one non-standard IAGD if one standard IAGD is set.*
- *Address a significant proportion of your total student caseload and each achievement level.*
- *Set rigorous growth targets for every student in the selected proportion of your total caseload.*

IAGD 1	Mid-year IAGD Progress	Mid-Year IAGD Revision if applicable	End of Year Outcome

Mid-year Narrative

Interim Assessments/Assessment of SLO Progress:

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

End-of-year Narrative

IAGD 2	Mid-year IAGD Progress	Mid-Year IAGD Revision if applicable	End of Year Outcome

Mid-year Narrative

Interim Assessments/Assessment of SLO Progress:

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

End-of-year Narrative

Whole School Student Learning **5%**

Goal:

Record the Whole School Learning Goal established by your administration and include one strategy which supports the Whole School Learning Goal.

Mid-year Strategy Narrative

End-of-year Narrative

Teacher Practice (50%)

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

Teacher Performance and Practice Goal **40%**

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.

Goal:

Action Steps:

Mid-year Narrative

End-of-year Narrative

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:

Mid-year Narrative

End-of-year Narrative

Professional Support/Development Needed

Please list any support/development needed for Student Outcomes or Teacher Practice below.

Target Areas for Growth

Identify Domain(s) and Indicator(s) to establish as your focus for the following year.

EVALUATOR SECTION

GOAL SETTING

Evaluator Comments

SIGNATURES

Evaluator: _____

Date: _____

Teacher: _____

Date: _____

MID-YEAR CHECK IN

STUDENT OUTCOMES INDICATORS

Student Growth and Development

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

YES NO

Comments: (optional)

Whole School Student Learning

Has the staff member made progress towards the chosen strategy?

YES NO

Comments: (optional)

TEACHER PRACTICE RELATED INDICATORS

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

Evaluator: _____

Date: _____

Teacher: _____

Date: _____

END OF YEAR

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

Comments:

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-2a
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-2a (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-2a 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-2a 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-2b
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-2b 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-2b 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-2b 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-2c
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-2c (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-2c (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-2c (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-2c 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"/>
----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------	----------------------------------------	----------------------------------------	--------------------------------------------

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"/>
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FORM F-2c 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-2c 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.

Additional comments are attached

**FORM F-2c 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**

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 F-2c 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-2c 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-2c Music Classroom (continued)
Formal Observation Report**

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

F. Collaborative Post-Conference discussion highlights

G. Recommendations/Comments

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

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this 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-2c Music Ensemble
Formal Observation Report**

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

Objective/Relevant Standard(s)

--

A. Observation of Performance and Practice

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

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

FORM F-2c 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-2c 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-2c 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-3a
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-3a (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-3a (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-3a (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 3a (SESS)
Informal Observation of Student and Educator Support Specialist Performance and Practice

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

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

	Exemplary	Proficient	Developing	Below Standard
a. Promoting a positive learning environment that is respectful and equitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.	<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 3a (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 3a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____
Assignment: _____ **School:** _____ **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 3a (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 3a – 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 3a – 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 3a – 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 3a – Music Classroom (continued)
Observation of Teacher Performance and Practice**

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

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

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

**FORM 3a – 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	Proficient	Developing	Below Standard
	<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.	Exemplary	Proficient	Developing	Below Standard
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).	Exemplary	Proficient	Developing	Below Standard
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM 3a – 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 3a – 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 3a – 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-3b

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 3b 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 3b - 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 3b - 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 September 14, 2017

Decision Requested x Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: Compensation for Unaffiliated Employees for 2017-2018

Summary of Issue: The Board of Education annually reviews and approves Unaffiliated Employees Compensation for 2017-2018.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2017

Ending Date of Program or Project: June 30, 2018

Recommendation or Comment: _____

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date September 14, 2017

Decision Requested x Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Year End Report on 2016-2017 Superintendent's Goals

Summary of Issue: A year end report of the Superintendent's Goals for 2016-2017 was submitted to the Board of Education.

Background: The Superintendent's Goals were developed between the Board of Education and the Superintendent of Schools on October 6, 2016. A Mid-Year Report was presented to the Board of Education on March 23, 2017.

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: The Board take action to accept the Superintendent's 2016-2017 End of the Year Goals as presented.

Title of Attachment

1. Superintendent's 2016-2017 End of the Year Goals

Timothy J. Connellan

Signature of Superintendent of Schools



SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan
Superintendent of Schools*

MEMO

To: Board of Education Members
Date: September 14, 2017
Re: Updated Superintendent's Goals 2016-2017

Attached you will find the updated goals document noted above. As you know, the March update was added in blue. In this final version, the additional information is in red. The summary and reflective document below has been revised to include any additional information beyond the March update and noted as such. Since you have all had the opportunity to review the full annual report presented at the August meeting, the information included below will be in summary format to avoid redundancy.

Reflections Teaching and Learning

Education for 21st Century Skills and Personalized Learning

Final update: As a district, we are becoming more familiar with the work on 21st Century Skills and student centered/personalized learning. Our ideas continue to evolve and change as they did over the course of the previous school year. We continued to maintain a slow, steady, but very intentional pace and we did build additional capacity and understanding between and among Board members, administrators and teachers through a variety of didactic experiences and reading and reviewing specific articles and research. This is complex work with complex solutions to the very real problems of “why” do this work and “how” to do this work. We continue to have very positive feedback with regard to our efforts so far. We revised our plan to begin the work on building consensus on what constitutes Southington’s “Vision of a Graduate”. We listened to and evaluated the feedback from other districts who have embarked on this path and identified what worked well and what did not. Consequently, we altered our approach to this work and moved it to the 2017-2018 school year using a slightly different methodology to involve and engage members of the community.

It is important to emphasize once again that this effort is a multi-year effort and I fully expect that our ideas and understanding will continue to evolve and be refined as we build greater capacity across the district and greater understanding and support across the community. I continue to be very excited about this work and the fact that it will become embedded in our district culture.

SchoolNet / District Data Team / SRBI (Scientific Research Based Intervention)

Final update: As you can see from the Goals update document, the work involving SchoolNet and more significantly, the building based SRBI Teams has been fully incorporated into the standard operations of each school. Through the Professional Development and Evaluation Committee (PDEC), the District SRBI Committee and the School-based SRBI committees, time for specific and targeted professional development was committed district wide. In addition, building administrators implemented a specific schedule of meeting times devoted exclusively to the school SRBI teams. Professional development in the use of SchoolNet as a tool was tied to the use of real time student data and tailored to meet the needs of each level. Elementary, middle and high school demonstrated different needs for the use of data at different times of the school year. The PDEC committees identified those and other professional learning needs that were incorporated into the system wide plan. The District SRBI committee investigated, screened and piloted a new tool for screening and benchmarking student data. To finalize the work, the committee met for two days during the summer of 2017. A brief summary of the district SRBI committee accomplishments during the final two days of summer work includes the following:

- A draft SRBI manual was created – to be finalized in fall 2017-2018.
- Revised flowcharts for student outcomes and assessments were created.
- PowerPoint presentations were created introducing staff to and providing guidance on the use of STAR Assessments, the new district screening and benchmarking tool.
- The committee revised the current paper-based system to a paperless system where student information will be recorded in SchoolNet.
- The committee developed a system with PowerSchool to notify staff appropriately of students currently and formerly in SRBI using the alerts feature.

The work of the District Data Team was placed on hold for the 2016-2017 school year. The DDT was prepared, but we realized that the necessary foundation at the school level did not yet exist. The effort then was transferred to the school based teams, the SRBI teams and what are essentially school based data teams. With the work completed during the 2016-2017 school year on implementing SRBI teams and the use of SchoolNet in particular, the District Data Team will now be in a position to review and analyze information at a more global level than possible with a school-based team alone.

Reflections Facilities, Technology, Safety and Security, Budget

Facilities

Final update: The goals update document is self-explanatory. A bid document was created to elicit responses from companies for the comprehensive enrollment study. Malone and McBroom were awarded the bid and have been working on the first phase of the project. They are scheduled to present the results of their initial work to the Board of Education at the September 28, 2017 meeting.

A collaborative committee was created to address the issues pointed out by a State Department of Education Civil Rights Review. A response was developed and forwarded to the SDE. At this point, the SDE is awaiting a response from the Federal Office of Civil Rights and the district is awaiting a response from SDE prior to taking any next steps. Additional work on the high school athletic fields plan has been placed on hold pending the outcome and recommendations of the OCR/SDE response.

The District did complete and submit to the Town an updated capital improvement plan. In addition to the five-year plan required by statute, Mr. Romano and the Operations Team developed a longer-range forecast for any and all work that will be required on roofs of school buildings. That work provided the Town with a much broader, long-range view of potential costs required to maintain and preserve the investment of the community in our school buildings. I believe that this was the first time a long-range view of potentially significant expenditures was developed and reviewed.

District Technology Committee

Final update: As you can see from the updated goals document, and from the two technology presentations at Board of Education meetings, this area is comprised of two distinct sections. The Information Technology piece refers to the infrastructure, the hardware and software, the management of the Student Information System and State reporting to name some of the major components. The Instructional Technology piece refers to the use of technology tools in the teaching and learning process. The addition of a Coordinator for Instructional Technology this year filled a significant need for the district. The Information Technology portion of the department addressed the system and network needs, improving the infrastructure while continually monitoring and upgrading the hardware and software tools available to the district. That is a complex and difficult task with a district the size of Southington. The Instructional Technology portion of the department recreated a viable District Technology Committee and provided much needed support across the district in terms of professional development and assistance for classroom teachers, support services staff, administrators and other personnel.

As the Board was able to see from the two different technology presentations this year, the district is continually improving in the use of technology. It was necessary to have both the Information and Instructional components in place to begin making significant progress in the use of technology as a tool in the classroom. There will be an additional presentation on the Information Technology side in October of 2017 to update the Board on some of the additional changes and improvements that were finalized over the summer. Some of the improvements or enhancements being considered on the Instructional Technology side, such as online learning tools and a Learning Management System will be reviewed first with the Curriculum and Instruction Committee as these tools are brought online.

Safety and Security

Final update: The analysis and projected cost of replacing the security camera system at Southington High School was completed and incorporated in the Capital Improvement Plan submitted to the Town. The camera system was ultimately approved as an item for

capital expenditure by rollover funds from other Town Government accounts. However, with the uncertainty of the State budget, it has not been possible to move forward with the project at this point. Therefore, the District is in somewhat of a holding pattern, hoping that it will be possible to fund this item.

The school safety and security plans were updated and submitted by building administrators. The only changes involved staff members who left or joined the district. Officer Gallo conducted the safety review of each plan. There were no substantive changes to report.

Budget - Fiscal

Final update: As you know, a current level of services budget was developed and presented to the Board of Education. The Board of Education adopted a current level of services budget that represented a 2.91% increase. Ultimately, the Board of Finance recommended and the Town Council approved an allocation that represented a 2.06% increase to the Board of Education budget. At this point, Southington like all communities is awaiting the action of the General Assembly on a State budget.

SUPERINTENDENT'S GOALS SCHOOL YEAR 2016 – 2017

Proposed September 22, 2016 – Approved October 6, 2016

SOUTHINGTON PUBLIC SCHOOL DISTRICT

Office of the Superintendent

I. Teaching and Learning

A. Education for 21st Century Skills / Personalized Learning

1. Continue to building the capacity of administrators, teachers and staff to facilitate the introduction and implementation of 21st Century Skills in the classroom, including personalized learning and mastery-based learning.
 - a) Continue to engage the Administrative Leadership Team, faculty and staff in didactic and reflective professional development regarding 21st Century Skills, including personalized student learning, anywhere, anytime learning and mastery based learning.
 - 1) A SPS Leadership Team attended the National Ed Leader 21 Conference 9/28/16 thru 9/30/16
 - 2) Personalized Professional Development activities embedded within Administrative Leadership Team meetings.
 - 3) Professional development focused for faculty at SHS engaged in the MBL pilot
 - b) Specific professional development opportunities will be reviewed and coordinated through the Southington Professional Development and Evaluation Committee.
 - 1) Ongoing – PDEC has been expanded
 - c) Engage the Board of Education and the Curriculum and Instruction Committee of the Board in active discussions regarding 21st Century Skills and Southington's Vision of the Graduate.
 - 1) Update the Board Curriculum and Instruction Committee regarding the SHS Mastery Based Learning pilot
 - i. October 4, 2016 C&I Committee reviewed the SHS Mastery-based pilot program and student and parent survey results.
 - ii. C&I Committee report to the Board
 - iii. Board members scheduled to attend high school redesign conference 3/27 and 3/28
 - d) Extend the discussions regarding 21st Century Skills and Southington's Vision of the Graduate to the community at large.
 - 1) PTO Executive Council
 - 2) Community agency leaders
 - 3) Community elected officials
 - 4) Community business and philanthropic organization leaders
 - 5) Student organizations and student leaders
 - 6) Culminating stakeholder activity (Winter 2017)

SUPERINTENDENT'S GOALS SCHOOL YEAR 2016 – 2017

Proposed September 22, 2016 – Approved October 6, 2016

- i. Scheduled both morning and afternoon sessions for April 17, 2017
 - ii. Engaged facilitator for community work
 - iii. May and June Vision of the Graduate dates TBD
 - iv. RSVP for sessions was minimal at best
 - v. Design and schedule for Vision of a Graduate Community Involvement sessions revised – dates schedule for September 18 and September 26.
 - vi. With input from the Community Involvement sessions a draft “Vision of a Graduate” will be disseminated to various stakeholder groups for feedback.
 - vii. Several iterations of requesting feedback are anticipated before bringing the Vision of a Graduate back to the Board for further discussion, review and adoption.

- B. Continue the implementation of SchoolNet
 - 1. By October 1, 2016 implement continued professional development in the expanded use of SchoolNet by faculty and administration.
 - a) Elementary and secondary – data analysis and assessment
 - 1) SchoolNet “Champions” training
 - i. September 6
 - ii. September 9
 - iii. September 20
 - iv. October 18
 - v. November 8
 - 2) Elementary administrators training 2/6/17
 - 2. By December 2016, present a summary and demonstration of the work completed on the SchoolNet implementation to the Board of Education.
 - a) Evaluation of SchoolNet ongoing; presentation TBD
 - b) SchoolNet discussion during technology presentation at the Board of Education meeting on January 12, 2017.

- C. Continue the implementation of the District Data Team (DDT).
 - 1. Reconvene the District Data Team by November 1, 2016
 - a) Completed – waiting for school based teams for next step
 - 2. By January 1, 2017, create and implement a plan to facilitate the work of School-wide Data Teams.
 - a) School data team identification by building administrators, training:
 - 1) July 26
 - 2) August 17
 - 3) January 24 – data analysis
 - 4) February 8
 - 5) District assessment academy – Mathematics, Science
 - 6) May 16 – data analysis
 - 7) Data analysis took place across the year on various dates by various groups of staff members, usually during one of the Tuesday afternoon Professional Development sessions.

SUPERINTENDENT'S GOALS SCHOOL YEAR 2016 – 2017

Proposed September 22, 2016 – Approved October 6, 2016

3. By June 8, 2017, submit a report to the Board of Education on the development and implementation of the District Data Team.
 - a) January 26, 2017 – School and District Data Teams update at Board of Education meeting.
 - b) The District Data Team was in a holding pattern all year waiting for capacity to be developed at the building level and specific data to be available.
 - c) The building level teams were involved in the appropriate professional development throughout the school year.
 - d) The District Data Team along with building based teams will be prepared to move forward in 2017-18.

D. Continue the implementation of School-wide SRBI Teams (Scientific Research Based Intervention).

1. By October 1, 2016, implement professional development for school-wide SRBI teams regarding the purpose of and process for SRBI teams.
 - a) Completed
 - b) Initial focus on literacy with a transition mid-year to include numeracy
2. By October 17, 2016 ensure that all school-wide SRBI teams are in place and engaged in the work.
 - a) Completed – Building administrators created intervention blocks (I-Blocks) within schedules implemented fall 2016
 - b) SRBI teams met at least monthly, e.g. elementary teams met on 9/13, 9/20, 10/4, 11/15, 1/17, 2/17, 3/21, 4/18 and 5/9.
 - c) Time was allotted for middle school and high school teams to meet as well.
3. By February 23, 2017, provide an update to the Curriculum and Instruction Committee of the Board regarding the implementation of the SRBI Teams.
 - a) Still TBD – no C&I committee meeting occurred in May and June and therefore a final update will be provided in fall of 2017.
 - b) The following dates and activities were reviewed with the Committee at various times during the year.
 - 1) August 2016 - Meeting with both K-5 and 6-8 to develop plan for August 2016 PD.
 - 2) February 2, 2017 - District SRBI Committee met to review feedback form the 12/16/16 attendees.
 - 3) April 20, 2017 – Assistant Superintendent met with administrative representatives from the District SRBI Committee to plan next steps.
 - 4) June 15, 2017 - SRBI follow-up day with full committee.
 - 5) July 17, 2017 - SRBI District Committee work.

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II. Facilities

- A. Commission a detailed and comprehensive school enrollment study as a priority for the 2016-2017 school year.
 - 1. **Completed**
- B. Continue to collaborate with Town officials on the further development of the Town of Southington Capital Improvement Plan.
 - 1. **Completed**
- C. Working with members of the high school administration and central office team, complete the preliminary draft of the needs related to the athletic fields and facilities at Southington High School.
 - 1. By December 8, 2016, provide an update to the Board of Education.
 - a) **Placed on hold until further response from State Department regarding Voluntary Compliance Plan**
 - b) **Still waiting for a response from the federal Office of Civil Rights to submitted material.**
- D. Form a multi-level committee to address the issues raised by the State Department of Education relative to the Title IX of Southington High School.
 - 1. **Completed**
 - 2. **Waiting for a response to completed material.**

III. Technology

- A. Facilitate the work of the District-wide Technology Committee.
 - 1. By October 17, 2016, establish a schedule of meeting dates.
 - a) **Completed**
 - 2. Define the sub-committees, e.g. elementary, middle, high school.
 - a) **Completed**
 - 3. Complete an assessment of the existing infrastructure within the district.
 - a) **Completed**
 - 4. Complete an assessment of faculty and staff skills and abilities with regard to the use of technology in their roles.
 - a) **In progress**
 - b) **Completed**
 - 5. Complete a needs assessment that can be used to guide future professional development.
 - a) **In progress/completed – refer to technology presentation.**
 - b) Provide professional development in the current school year on the use and impact of technology
 - 1) November 8, 2016 – **Completed**
 - 2) **January 1, 2017 – Completed**
 - 3) February 21, 2017 – **Completed**
 - 4) **March 28, 2017**
 - 5) **Completed – professional development in the use of instructional technology was spread throughout the year across**

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different groups of staff. It ranged from elementary, and secondary general classroom teachers to special area teachers and related services staff.

- 6) Over the course of the past three years, 2016-2017 was the year in which many, many opportunities for professional development in the use of instructional technology were provided. One example is that on 2/21/17 Library Media staff engaged in professional development leading to Google Certification, while special area teachers engaged in professional development regarding the use of instructional technology to improve lesson planning and pedagogy.

6. Develop a vision for the use of technology in the district, e.g. consideration of implementing 1:1 student devices and the infrastructure necessary to support that effort.

- a) In progress
- b) This work is to be continued with Instructional Technology Committee during 2017-2018 as it is an evolving and rapidly changing model.
- c) The May 25, 2017 technology presentation to the Board covered virtually all of the sections of this goal and much of the vision and consideration of 1:1 devices with students. These last two concepts will clearly be ongoing “works in progress” due to the changing nature and application of technology even when a “final” vision or plan is approved.

7. By November 10, 2016 and June 8, 2017, provide an update to the Board regarding the status of the work of the Technology Committee.

- a) Technology presentation to Board on January 12, 2017
- b) Completed

IV. School Safety and Security

A. Southington High School Security Camera System

1. Update the analysis as appropriate of the school security camera system at Southington High School that was completed in October 2015.

- a) Completed

2. Resubmit a plan for an upgrade of the system to the Board of Education in the Capital Improvement Plan by December 18, 2016 or in the Operating Budget by January 12, 2017 depending on cost parameters.

- a) Completed

B. School Safety and Security Plan

1. By October 17, 2016, reconvene the District School Safety Committee to review adjustments, if any to the School Safety and Security Plans.

- a) Completed

2. Review and discuss necessary adjustments with appropriate Town partners.

- a) Completed

3. Report on adjustments to Board of Education by October 20, 2016.

- a) Completed

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4. Submit required components of the plan to the State by November 1, 2016.

a) **Completed**

V. Budget – Fiscal

A. In collaboration with the Administrative Leadership Team develop a budget proposal that will support the continued improvement of all programs and services under the jurisdiction of the Southington Public School System.

1. By November 18, 2016, meet with all members of the Administrative Leadership Team to review submitted budget requests.

a) **Completed**

2. By December 16, 2016, establish the funding priorities for ongoing and proposed programs and services.

a) **Completed**

3. On or before January 3, 2017 prepare the Superintendent's Proposed Budget for review and discussion at the Board of Education Budget Workshops.

a) **Completed**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date September 14, 2017

Decision Requested x Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Evaluation of Superintendent of Schools 2016-2017 and Compensation 2017-2018 (After Executive Session)

Summary of Issue: The Southington Board of Education annually reviews the Superintendent of Schools contract and salary.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2017

Ending Date of Program or Project: June 30, 2018

Recommendation or Comment: _____

Timothy J. Connellan

Signature of Superintendent of Schools