

Southington Board of Education Meeting

Thursday, August 15, 2019 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main
Street Southington, CT 06489 COMMITTEE OF THE WHOLE ~

OPERATIONS

200 North Main Street
Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:30 p.m.
 - a. SAA Negotiations
 - b. Personnel Matters
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Appointment of Principal of Oshana Elementary School
6. Approval of Minutes of Board of Education Meeting ~ June 20, 2019
7. Approval of Minutes of Special Board of Education Meeting ~ August 13, 2019
8. Public Communications
 - a. Communications from Public
 - b. Communications from Board of Education
 - c. Communications from Administration
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
11. New Business
 - a. Review and Approval of 2019-2020 Teacher Evaluation and Support Plan
 - b. Superintendent's Annual Report ~ 2018-2019
 - c. Class Size Report
 - d. School Opening Dates ~ 2019-2020
 - e. Unaffiliated Compensation
12. Adjournment

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2019

Decision Requested X Agenda Code 5.

AGENDA REPORTING FORM

Agenda Topic: Appointment of Principal of Oshana Elementary School

Summary of Issue: The Principal position at Oshana Elementary School became vacant due to Stephen Bergin accepting the position of Assistant Superintendent for the Ansonia Public Schools.

Background: The Board of Education interviewed candidates for the Principal of Oshana Elementary School at a Special Board of Education Meeting on August 13, 2019.

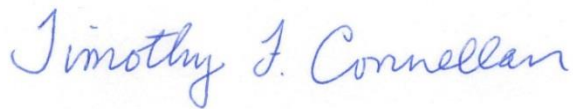
Alternative Strategies: N/A

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: To appoint the Principal of Oshana Elementary School with a start date and salary to be determined.



Signature of Superintendent of Schools

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

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JUNE 20, 2019

The regular meeting of the Southington Board of Education (Committee of the Whole-Operations) was held on Thursday, June 20, 2019 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session was held at 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:30 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools and Mr. Steven Madancy, Assistant Superintendent.

2. EXECUTIVE SESSION – STUDENT MATTERS AND PERSONNEL MATTERS

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

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

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 6:53 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the Board of Education Regular Session at 7:04 p.m.

Board members present: Mrs. Terri Carmody, Mr. Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana and Mrs. Patricia Queen.

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

4. PLEDGE OF ALLEGIANCE

The Lady Knight’s Softball Team led in reciting the Pledge of Allegiance.

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

“Move to add Agenda Item 7.a ‘Appointment of Assistant Principal of J. A. DePaolo Middle School’ to the agenda.”

Motion carried unanimously by voice vote.

5. CELEBRATION OF EXCELLENCE

In Celebration of Excellence, the Board of Education recognized the Southington High School Lady Knights Softball Team and Head Coach Davina Hernandez who won the 2019 Softball Class LL State Championship. Team members present were Nicole Greco (left fielder), Kelsey Fernandez (center fielder), Chrissy Marotto (shortstop and MVP), Gabby Malachowski (right fielder), Katie Gunderson (first baseman), Sam Sullivan (freshman pitcher), Julia Panarella (sophomore pitcher), Abby Lamson (senior third baseman), Kayla Pelletier (sophomore catcher). Mr. Goralski presented the team with a Certificate of Excellence for winning the school’s 18th Softball State Championship.

6. APPOINTMENT OF PRINCIPAL OF J. A. DEPAOLO MIDDLE SCHOOL

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

“Move to appoint Christopher Palmieri as the principal of J. A. DePaolo Middle School effective July 1, 2019 at a salary of \$153,675.”

Mr. Baczewski congratulated and praised Mr. Palmieri for all the work he has done for the students and community and hoped that with his involvement serving as Town Council Chairman, he would be able to commit his time, first and foremost, to the students of the DePaolo Middle School.

ROLL CALL VOTE: YES - Mr. Brown, Ms. Cammuso, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Oshana, Mrs. Queen. NO – Mr. Baczewski and Mr. Goralski.

Motion carried with seven in favor and two opposed.

Mr. Palmieri, current Assistant Principal of J. A. DePaolo Middle School, thanked both the Board for their confidence in him and the administration for this opportunity to continue to serve the students of Southington. He said he believes nothing is done alone and success is achieved as a result of synergy from all involved. As Assistant Principal of DePaolo Middle School for 14 years he felt that he has proven that his students come first over everything else that he is involved with.

Mr. Goralski stated that moving forward Mr. Palmieri would have 100% support of the Board of Education and was proud of the work that he has done as assistant principal.

7. APPOINTMENT OF ASSISTANT PRINCIPAL OF SOUTHINGTON HIGH SCHOOL

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

“Move to appoint Leah Clark as Assistant Principal of Southington High School effective July 1, 2019 at a salary of \$136,489.

Mr. Goralski pointed out that Mrs. Leah Clark was no relation to Mrs. Colleen Clark who serves on the Board of Education.

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Brown, Mr. Baczewski, Ms. Cammuso, Mr. Oshana, Mrs. Queen, Mr. Goralski.

Motion carried unanimously.

Mrs. Leah Clark thanked the Board and administration for their support. For the past six years she has been the Dean of Students at CREC Academy of Aerospace and Engineering in Windsor and prior to that she was a mathematics teacher in the Litchfield and Newtown school districts.

a. APPOINTMENT OF ASSISTANT PRINCIPAL AT J. A. DEPAOLO MIDDLE SCHOOL

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

“Move to appoint Robert Lasbury as Assistant Principal at J. A. DePaolo Middle School effective July 1, 2019 at a salary of \$134,225.”

ROLL CALL VOTE: YES – Mr. Brown, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Baczewski, Mr. Cammuso, Mr. Oshana, Mrs. Queen, Mr. Goralski.

Motion carried unanimously.

Mr. Lasbury was honored and thanked the Board and administration for this opportunity along with the trust and confidence in his abilities to join the administrative team at DePaolo Middle School. It was bittersweet for him to leave the high school where he taught for 21 years.

Mr. Goralski called for a recess at 7:25 p.m.

Mr. Goralski reconvened regular session at 7:45 p.m.

8. APPROVAL OF MINUTES ~ June 6, 2019

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

“Move to approve the regular Board of Education minutes of June 6, 2019, as submitted.”

Motion carried unanimously by voice vote.

9. APPROVAL OF MINUTES OF SPECIAL BOARD MEETING – JUNE 4, 2019

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

“Move to approve the special Board of Education minutes of June 4, 2019, as submitted.”

Motion carried unanimously by voice vote

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

“Move to approve the special Board of Education minutes of June 18, 2019, as submitted.”

Motion carried unanimously by voice vote

10. COMMUNICATIONS

a. Communications from Public

The following people came to the podium and all supported and thought that Zaya A. Oshana was more than deserving of the honor of having a school/facility named after him.

David Ciarcia, 157 Dunham Street, was a friend of Zaya A. Oshana and had him for a teacher in New Britain. He stated that Zaya was a mentor to him, an honorable man, and the epitome of education.

Joe DelDebbio, 79 Pheasant Run Road, he supported renaming a building after Zaya A. Oshana who was a strong educational and community leader and an amazing and outstanding person. Zaya was a well-liked community member who could always be turned to for good advice or a kind word.

Jeff Warner, 77 Brownstone Drive, he did not oppose a school being named after Mr. Oshana but opposed renaming South End School because of its long heritage and history. He gave a history of South End School of over 200 years. He thought that Zaya A. Oshana deserved a facility named after him and recommended that John F. Kennedy Middle School be considered for renaming.

Carol Ladd, 139 Pondview Drive, she stated that Zaya A. Oshana was a legacy in Southington and devoted his life to education. She noted that South End School is not the same building from 200 years ago and is a different building.

John DeMello, 56 Hobart Street, he knew Zaya A. Oshana and his family personally. He stated Zaya was a humble man and so deserving of the honor to have South End School named after him.

Andre Loubier, 27 Sultana Terrace, he supported renaming a school after Mr. Oshana and liked Mr. Warner’s idea to rename Kennedy Middle School.

Bryan Meccariello, 1096 West Street, spoke to the school district policy and the two-criterion necessary to rename a school after a person and thought that Zaya A. Oshana met and exceeded the requirements.

Louis A. Perillo, III, submitted a letter of support and endorsement to change the name of South End Elementary School to honor Zaya A. Oshana, which Mr. Goralski read (*Attachment #1*).

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

“Move Agenda Item 13.b ‘Approval of Out of State / Overnight Field Trips’ to Agenda Item 10.a.1.”

Motion carried unanimously by voice vote.

MOTION: by Mrs. Carmody, seconded by Ms. Cammuso:

“Move Agenda Item 13.d ‘Additional Staffing at Southington High School’ to Agenda Item 13.c.”

Motion carried unanimously by voice vote.

a.1 Approval of Out of State / Overnight Field Trip *(formerly Agenda Item 13.b)*

Coach Dan Dachelet explained that this was the fifth year that the Cross Country Team would be traveling out of state and going to New Jersey to tour the Thomas Edison National Historic Park and run in the Six Flags Great Adventure Wild Safari Cross Country Invitational in September 2019.

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

“Move that the Board approve the out of state field trip in September 2019 for the Southington High School Cross Country Invitational, as presented.”

Motion carried unanimously by voice vote.

b. Communication from Board of Education Members

Mr. Goralski announced that the Board of Education meeting scheduled for Thursday, July 11, 2019 would be cancelled, and notification would be sent to the Town Clerk’s Office.

c. Communication from Administration

1. STELLAR Graduation Ceremony: Ms. Walsh reported that on Thursday, June 13, 2019 she attended the STELLAR graduation ceremony at the Homewood Suites Inn. The program services students ages 18-21 and part of the fifth and sixth year for students who are identified with special education needs. Four students were presented with diplomas from Jessica Monson, STELLAR teacher, and Amy Aresco, Special Education Coordinator who oversees the program. The STELLAR Program was formerly housed at Lincoln College and this year is housed at Branford Hall in downtown Southington. Currently, there are 32 businesses who have agreed to support the students with 22 businesses who have taken on students as interns, job shadowing and paid employment. She named a few of the businesses and provided a list of the businesses (*Attachment #2*).

2. Extended School Year (ESY): Ms. Walsh explained that the ESY Program is for students with Individual Education Plans (IEP) in place that require summer education so that they do not regress with their academic, communication or social progress that they have made. Grades Pre-K through age 21 are serviced by the program that runs July 1-29, 4-hour days for 16

days, located at Kennedy Middle School and Hatton Elementary School with 175 students attending. Sixteen students of the 175 would be tutored. The district is responsible for 29 students who are out-of-district placements. Coordinating transportation is also involved.

Mr. Goralski praised the programs and staff and addressed that the Board approved part-time custodians at the high school, which might be suitable for the students to be mentored. Ms. Walsh added that the STELLAR students have YMCA memberships and there are four job coaches. Mrs. Clark praised the program and job coaches as an employer of interns for over three years at the nursery school where she is the director.

3. SHS Roof Project Bids: Mr. Connellan gave an update on the bids received with a low of \$1.7 million to a high of \$2.3 million. Depending on state approval, the bid will probably be awarded to Silktown. Mr. Mark Sciota, Town Manager, is currently drawing up the AIA contract.

11. COMMITTEE REPORTS

a. Facility Naming Committee Meetings ~ May 21, 2019 & June 11, 2019

Mrs. Carmody reported that the minutes of the meetings were submitted to the Board members and that she will go into detail later in the meeting.

12. OLD BUSINESS

a. Town Government Communications

There were no Town Government Communications.

13. NEW BUSINESS

a. Obsolete Textbooks

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

“Move that the Board approves disposal of outdated obsolete textbooks, as submitted by the administration.”

Mr. Derynoski requested that, if possible, the obsolete textbooks would be sent to needy school districts in the country who could reuse them.

Motion carried unanimously by voice vote.

b. Approval of Out of State / Overnight Field Trip (Moved to Agenda Item 10.a.1)

c. Additional Staffing at Southington High School

Mr. Connellan stated that due to additional enrollment administration was requesting an additional .2 FTE teacher for earth science at the high school.

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

“Move to add a .2 Full Time Equivalent Teacher for Science at Southington High School.”

Motional carried unanimously by voice vote.

d. Action on Recommendation of Facility Naming Committee

Board member Zaya G. Oshana, son of Zaya A. Oshana, recused himself from the discussion and vote and took a seat in the audience.

Mrs. Carmody explained that the Board received a request from six people to rename a facility after Zaya A. Oshana, who served 34-years on the Board of Education. Mr. Goralski appointed an ad hoc School/Facility Renaming Committee (Terri Carmody, Lisa Cammuso, Patricia Queen, Dr. Angelo Coppola and Beecher Lajoie) with Mrs. Carmody chairing the committee. The initial charge of the Facility Naming Committee was to review state statute and Board of Education policy to see if the criteria for renaming a school/facility was met, which the ad hoc committee unanimously agreed that it did. A Public Hearing was held on May 21, 2019 for public comments on the renaming of South End School, Plantsville School or Flanders School. The committee received numerous emails, which were equally divided between the South End and Plantsville parents. The Board of Education was aware that a precedent had been set by previous Boards' of Education to name schools after Board of Education members who had long served the Board of Education, including Zaya A. Oshana who fit into that category. The ad hoc School Renaming Committee was comfortable in their decision to name South End Elementary School in his honor. After investigating historical backgrounds, South End Elementary was chosen because the old South End School building still remains, and the current South End School was a new building. The committee felt that Plantsville School was a part of Southington that was a village. Flanders was not considered because of the possibility that Flanders School might be closed in the future due to low enrollment, as indicated by a recent Feasibility Study. The ad hoc School Renaming Committee gave their unanimous recommendation to rename South End School to the Superintendent of Schools, which was put on the agenda for action by the full Board at this meeting.

Mrs. Queen added that Mrs. Carmody, as chair of this committee, tried to take the emotion out of the charge and to be objective. It was easy to determine that Zaya A. Oshana was deserving of this honor because of the overwhelming support, even from the people who opposed renaming a school. Mrs. Queen kept track of all the formal communications and it was evenly divided between the people in support and opposed to renaming South End School. She noted that many people mentioned cost as a primary concern to the change. It was mentioned before and was important to mention again that the initial group that proposed this name change offered to raise the funds to cover the Board of Education costs to rename the school so that it does not come out of the Board of Education Operating Budget.

Ms. Cammuso addressed the emails that she received and agreed that the name of a school has a meaning for many people. She lives in the South End School area and attended South End School. After reviewing the emails received and looking at everything objectively, she agreed that there was no question in honoring Zaya A. Oshana and renaming South End School after him. She noted that it was an emotional topic.

Mr. Baczewski did not know Zaya A. Oshana but heard many positive things about him and that he was a steward of the community who deserved a school named after him.

Mr. Goralski encouraged the people who questioned the process to do their homework. The policy is on the Southington Public Schools website and is what guides the Board of Education. It stated that two-thirds votes of the Board members was required to pass, which would be six votes. Mr. Goralski took responsibility for naming the people to serve on the ad hoc School Renaming Committee and explained that he followed policy and regulations. He was proud of the three Board of Education members and the two community members who served. One of the community members was a retired administrator in the district and one was a retired assistant superintendent of the district.

Mr. Brown agreed that it was an emotional topic and that he received numerous emails. There were five things that helped in making his decision. 1) Desire by people to name an elementary school after a man who served this town for over 30-years and deserves to be honored; 2) the people who contacted him were overwhelming against renaming South End School; 3) cost factor; he would be against any change if it involved a cost to the Board of Education budget; 4) loss of neighborhood school; he personally thought that no matter what it was named it would still be a neighborhood school; 5) as a former history teacher, the historical part means a lot and he would be in favor of looking at a different school such as Plantsville School. There are many buildings named Plantsville and the name would not disappear if the name of the school is changed. He thought the name South End would disappear after a long history. He also thought changing the name of J. F. Kennedy Middle School was a valid idea.

Mrs. Clark had the pleasure of serving on the Board of Education with Zaya A. Oshana. She also has a long history with South End because she lives on South End Road and was president of the South End PTO and co-chair of the building committee for Plantsville and South End Schools. She agreed that Zaya A. Oshana should be honored but questioned if anything else was looked at. She remembered Zaya A. Oshana's love of books and students having books. She thought it would be a tribute to refurbish the high school library and name it after Zaya A. Oshana because of his great love of books. She stated that the majority of the people who contacted her from South End School were not in favor of the name change.

Mrs. Carmody stated that the renaming committee did discuss the Southington High School Library because of his love of books. She reiterated the precedent set by the previous Boards' of Education and honoring two previous long-term Board members with schools renamed after them. She thought it would be a disservice to Zaya A. Oshana to not give him the same honor. Her first choice was a school, which was the charge. Mrs. Queen was open to look at another school other than South End.

Mr. Derynoski stated that of the 28 years he has served on the Board of Education, 22 years was with Zaya A. Oshana. He noted Zaya's passion for the way things should be such as students learning cursive writing and what was best for the students. Mr. Derynoski thought that Plantsville School would be a good alternative than South End School because it does not have the same historical significance.

Mr. Goralski stated that he would not vote for South End School to be renamed. He was happy to hear some of his colleague's favor renaming Plantsville. He did not think if the motion goes through to rename South End that it would get the six votes needed. He asked everyone to consider Plantsville School and take out some of the misconceptions that they have heard about. The Plant brothers were respected, had factories and a village named after them. Plantsville

School is named after the village and did not directly have the school named after the Plant brothers. They did not donate the land and build the original school. He gave a history of South End School. Mr. Goralski asked that two motions be made; one that honors Mr. Oshana, and one that formally, as Board of Education policy, names South End School so that it remains South End School and future Boards' of Education and the community cannot debate this ever again. He supported a motion to rename Plantsville School after Zaya A. Oshana and in some way put Plantsville into the name.

Mrs. Carmody stated that if they make a motion to rename Plantsville School they would be flooded with emails on Friday just like they were for South End. She noted that there was just as much controversy with the renaming of Kelley and Derynoski Schools. Mr. Goralski felt that a failing vote would be disparaging to the Oshana's.

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

“Move to rename South End the Zaya A. Oshana Elementary School.”

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Queen.

NO – Mrs. Clark, Mr. Derynoski, Mr. Brown, Mr. Baczewski, Ms. Cammuso, Mr. Goralski

Motion failed with two in favor and six opposed.

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

“Move to rename Plantsville School the Zaya A. Oshana School.”

ROLL CALL VOTE: YES – Mrs. Clark, Mr. Derynoski, Mr. Brown, Ms. Cammuso, Mr. Baczewski, Mrs. Queen, Mr. Goralski. NO – Mrs. Carmody.

Motion passed with seven in favor and one opposed.

Mr. Goralski congratulated the Oshana family and notified the public that the name change would be planned as appropriate. There would be no public dollars used for the dedication and would be coordinated with a committee and the Oshana family. Anyone interested in participating in the planning of the dedication should contact Mr. Goralski via email. The ad hoc School Renaming Committee has ended their work.

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

“Move to formally name South End Elementary School as South End Elementary School per Board policy.”

Mr. Brown thought that the motion needed clarification because it might become an issue in the future. Mr. Goralski clarified that someone who votes in the affirmative can make the motion or second the motion and then it becomes a Board of Education item. Should no one that voted in the affirmative on the motion before them be available, they have to follow other rules within Robert's Rules of Order that states that they cannot do it. Mr. Brown asked if it holds true even if it is a different Board of Education. Mr. Derynoski clarified that the only way that it could be changed would be for the current Board of Education at that time to change the policy, so they could do things differently.

Mr. Oshana rejoined the Board members at the dais at this point and thanked the Board for their support.

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Brown, Mr. Baczewski, Ms. Cammuso, Mr. Oshana, Mr. Goralski. NO – Mrs. Queen.

Motion carried with eight in favor and one opposed.

14. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:16 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

June 20, 2019

Dear Members of the Board of Education,

The purpose of this correspondence is to urge your support in endorsing and adopting the name change of South End Elementary School in honor of Zaya A. Oshana Sr. for his years of dedication and service to the Town's education system. The Naming Committee did a beautiful job with the naming as the Zaya A. Oshana Elementary School at South End by honoring a devoted 34-year Board of Education member and retaining the emotional attachment our community may have to the school.

Our Town has recognized citizens who have gone to great lengths devoting their time, talents and energy to the community. When it comes to our educational system, three Board of Education members longevity certainly stand out. First, the Derynoski family, with Mr. Walter Derynoski with 44 years of service, recognized with renaming the former Central Elementary School in his honor. It should also be noted that his nephew David Derynoski, a current Board of Education member, adds another three decades and is still going like the Energizer Bunny. Urbin T. Kelley, another member with 43 years of service, with West Ridge Elementary School renamed in his honor. His son, Kevin T. Kelley, also served on the Board and was a past Board Chairman.

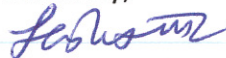
Another person with longevity is Zaya A. Oshana, serving 34 years on the Board. Mr. Oshana's commitment to education is easy to understand as it was a big part of his life and who he was. I have directly witnessed his devotion to the children of our community putting what he believed was in their best interest at all times. Students and staff had a voice....an extremely polite, kind but firm and persistent voice. Zaya was a Master at getting his point across and ensuring that educational values were open and apparent. Each student has individual value and is not a number nor to be overlooked for any reason as part of a system.

I

We are a very fortunate in Southington to have a family theme committed to education in the three families mentioned as Mr. Oshana's son continues to follow in his dad's footsteps.

In conclusion, thank you for your support of the Committee's efforts in honoring Mr. Oshana by renaming South End School to the Zaya A. Oshana Elementary School at South End.

Sincerely,



Louis A. Perillo III

STELLAR Program Businesses in Southington that have agreed to support students.

- * TJ Maxx
- * Outback Steakhouse
- * Paul Gregory's
- * Chick Fila
- * D's Hand Car Wash
- * Homewood Suites
- * Napa Auto
- * JJ Auto
- * Community Services
- * Petco
- * Lather and Laughs
- * JoAnn's
- * LEAF
- * YMCA Camp Sloper
- * Zion Nursery
- * Goodwill
- * Summit
- * Walgreen's
- * YMCA Learning Center
- * Southington Library
- * Close to Home
- The Music Shop
- M and J Video Games
- Pilgrim Furniture
- DePaolo Furniture
- Art Rich
- CT Scrapbooks
- TLC Photos
- ShopRite
- AquaTurf
- Awards of Elegance

- * **Students have had the opportunity for work experience at these businesses.**

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

SPECIAL MEETING OF THE BOARD OF EDUCATION
August 13, 2019

A Special Meeting of the Southington Board of Education was held on Tuesday, August 13, 2019 at 5:45 p.m. in John Weichsel Municipal Center Conference Room #2, 200 North Main Street, Southington, Connecticut.

Board Members Present: Mr. Brian Goralski, Chairman; Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Bob Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, and Mrs. Patricia Queen

Board Members Absent: Mr. Zaya Oshana

Administration Present: Mr. Timothy Connellan, Superintendent of Schools and Mr. Steven Madancy, Assistant Superintendent

1. CALL TO ORDER

Mr. Goralski, Chair, called the meeting to order at 5:48 p.m.

2. CANDIDATE INTERVIEWS – PRINCIPAL OF OSHANA ELEMENTARY SCHOOL (EXECUTIVE SESSION ANTICIPATED)

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

“Move that the Board go into Executive Session, excluding the public and the press for the purpose of candidate interviews for Principal of Oshana Elementary School and, upon conclusion, reconvene to public session.”

Motion carried unanimously by voice vote.

Mr. Goralski declared the end of Executive Session at 9:16 p.m. The Board returned to public session.

3. ADJOURNMENT

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

“Move that the Special Meeting of the Board of Education be adjourned.”

Motion carried unanimously by voice vote.

The Special Meeting of the Board of Education adjourned at 9:18 p.m.

Respectfully submitted,
Colleen Clark, Secretary
Southington Board of Education

Board of Education

Administrative Report

August 15, 2019



- 1. Bread for Life – Hat Day**
- 2. Administrator Evaluation and Support Plan**
- 3. Staffing Update**
- 4. High School Roof Project Update**
- 5. Convocation**
- 6. Presidential Primary – April 28, 2020**



P.O. Box 925, Southington, CT 06489

Phone 860-276-8389

www.southingtonbreadforlife.org

July 23, 2019

Southington Public Schools
Friends
200 North Main Street
Southington, CT 06489

Dear Friends,

Thank you for your generous donation of \$792 to Bread for Life from the hat day, organized by Ananya Rajeev. Your support allows us to care for all of our citizens by taking on the greatest hunger challenges facing our community. Because of you, Bread for Life is able to provide immediate impact in the lives of those hungry, forgotten, isolated, and without means.

As Southington's only soup kitchen, we are preparing and serving over 150 meals daily. Thanks to you, Bread for Life is able to touch the lives of those who are hungry in our community through meals served at our Vermont Avenue kitchen, meals delivered to our homebound clients, and group meals delivered to seniors living in low income apartments. In addition, we are providing over 2,000 lunches to kids in need through our Children's Summer Lunch program. Meeting the needs of those who are hungry in town has meant that we are creative in getting food to those in need and so we have begun several new programs and services including our Fuel for Schools program, Branford Hall student pantry, and our mobile food pantry.

Your donation is extremely important to Bread for Life because it provides resources that make an immediate impact. Your gift makes all the difference in the lives of those who are served by Bread for Life. Thank you for believing in Bread for Life and supporting our work. We are full of gratitude for your generosity.

Warmly,

Donna

Donna Ayer
Executive Director

You are doing an awesome job developing students who care about others and are great leaders!

Bread for Life is a 501(c)3 nonprofit organization and no goods or services were provided in exchange for this donation. You should retain this acknowledgement in order to deduct your charitable contribution.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2019

Decision Requested X Agenda Code 9 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 the 2019-2020 school year. This report includes activity for the month of July 2019.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

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 Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Included:

1. Personnel Report

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGF UNIV/SCHOOL	SALARY
Cert	Battles, Chelsea	Psychologist	SES/OES	1	29-Aug-2019	6th Univ Hartford	\$ 56,275.00
Cert	Belanger, Melissa	Grade K	SEES	1	27-Aug-2019	BA Southern	\$ 47,387.00
Cert	Bostrom, Brian	AgSci	SHS	1	1-Jul-2019	MA UConn	\$ 51,065.00
Cert	Brown, Sarah	Computer	JFK	1	28-Aug-2019	MA CCSU	\$ 90,049.00
Cert	Burke, Shannon	Earth Sci	SHS	1	30-Aug-2019	MA Sacred Heart	\$ 51,065.00
Cert	Chabot, Gabrielle	Grade 3	TES	1	26-Aug-2019	BA CCSU	\$ 47,387.00
Cert	Clark, Leah	Asst Principal	SHS	1	3-Jul-2019	6th Univ Bridgeport	\$ 136,489.00
Cert	Corvi, Amy	Special Ed	SHS	1	31-Aug-2019	MA CCSU	\$ 54,106.00
Cert	Flanigan, Amy	Grade 2	DES	1	31-Aug-2019	6th Univ Bridgeport	\$ 55,067.00
Cert	Lasbury, Robert	Asst Principal	JAD	1	4-Jul-2019	6th Southern	\$ 134,225.00
Cert	Luponio, Jenna	Grade 1	DES	1	30-Aug-2019	BA CCSU	\$ 47,387.00
Cert	Mancarella, Melanie	Grade 4	DES	1	29-Aug-2019	MA Univ Hartford	\$ 51,065.00
Cert	Miller, Melissa	Lang Arts	JFK	1	26-Aug-2019	MA Univ Bridgeport	\$ 51,065.00
Cert	Palmieri, Christopher	Principal	JAD	1	2-Jul-2019	6th Sacred Heart	\$ 153,675.00
Cert	Pepe, Frank	Principal	SHS	1	1-Jul-2019	6th Southern	\$ 159,265.00
Cert	Sanca, Jacquelyn	PE/Health	SHS	1	28-Aug-2019	MA CCSU	\$ 51,065.00
Cert	Silva, Andrea	Psychologist	KES	1	27-Aug-2019	6th Southern	\$ 58,231.00
Cert	Stanavage, Molly	AgSci	SHS	1	8-Jul-2019	MA UConn	\$ 51,065.00
Class	Aguirre, Jose	PT Custodian	SHS	19.5	26-Aug-2019		\$ 15.32
Class	Barbour, Michelle	RN	DES	36.25	27-Aug-2019		\$ 46,598.00
Class	Belanger, Jacqueline	Sec - School Couns	SHS	37.5	12-Aug-2019		\$ 26.83
Class	Casini, Lori	Sec - Acct Pyble Class II	CO	37.5	3-Sep-2019		\$ 24.22
Class	Crowley, Patricia	HR Sec, Class I	CO	37.5	8-Jul-2019		\$ 25.96
Class	Czaplicki, Justin	PT Custodian	SHS	19.5	26-Aug-2019		\$ 15.32
Class	Doner, Jo-Ann	RN	DES	19.5	29-Aug-2019		\$ 22.76
Class	Fernandez, Joseph	PT Custodian	SHS	19.5	26-Aug-2019		\$ 15.32
Class	Hayles, Miltonette	Paraeducator	HES	27.5	28-Aug-2019		\$ 17.03
Class	Hernandez, Jesse	PT Custodian	SHS	19.5	26-Aug-2019		\$ 15.32
Class	Humienny, Wojciech	PT Custodian	SHS	19.5	26-Aug-2019		\$ 15.32
Class	Kimmel, Robert	PT Custodian	SHS	19.5	26-Aug-2019		\$ 15.32
Class	Martin, Todd	Security	SHS	37.5	28-Aug-2019		\$ 19.69
Class	Messina, Cassandra	RN	TES	36.25	27-Aug-2019		\$ 46.60
Class	Plotkin, Laura	Paraeducator	DES	27.5	28-Aug-2019		\$ 17.03
Class	Polance, Roger	Crossing Guard	HES	10	30-Aug-2019		\$ 17.77
Class	Ramos, Jennifer	Paraeducator	DES	27.5	28-Aug-2019		\$ 17.03
Class	Taylor, Delano	PT Custodian	SHS	19.5	26-Aug-2019		\$ 15.32
Class	Torres, Marisol	Paraeducator	HES	27.5	28-Aug-2019		\$ 17.03

RESIGNATIONS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
Cert	Baker, Charity	Grade 3	TES	July 3, 2019 June	10	Resigned
Cert	Bergin , Stephen	Principal	OES	30, 2019 June	5	Resigned
Cert	Blaszcyk, Susanne	Social Studies	JFK	30, 2019 June	38	Retired
Cert	Lee, Kathleen	Computer	JFK	30, 2019 August	37	Retired
Cert	Paul, Jennifer	Lit Specialist	SHS	23, 2019 June 6,	17	Resigned
Cert	Sauro, Jessica	Grade 2	DES	2019 August 23,	10	Resigned
Cert	Simpson, Stacey	English	SHS	2019	15	Resigned
Class	Casini, Lori	Sec - Production, Class II	CO	July 22, 2019	1	Resigned
Class	Crowley, Patricia	Sec - Acct Pyble, Class II	CO	July 6, 2019	1	Resigned
Class	Cusano, Martin	Security	SHS	June 14, 2019	12	Retired
Class	Gallen, John	Paraeducator	SES	June 11, 2019	6-mo	Resigned
Class	MacCallum, Jennifer	Paraeducator	HES	June 14, 2019	1	Resigned
Class	Martin, Todd	Security	SHS	August 1, 2019	8-mo	Resigned
Class	McDonald, Colin	Paraeducator	HES	June 21, 2019	2	Resigned
Class	Scalzi, Stephanie	RN	DES	June 14, 2019	4	Resigned
Class	Smith, Samantha	Paraeducator	SHS	July 29, 2019	5	Resigned
Other	Mierzejewski, Jamie	Lego Advisor	JFK	August 26, 2019		Resigned
Other	Palmer, Kim	Cont Ed Director	SPS	June 13, 2019		Resigned

ASSIGNMENT CHANGE

		FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
	NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Cert	Carvalho, Christopher	English / SHS	1	Lib Media / JAD&JFK	1	26-Aug-19
Class	Airo, Tina	Paraeducator / DES	27.5	Paraeducator / DES	31.25	27-Aug-19
Class	Cerra, Michelle	Paraeducator / DES	27.5	Paraeducator / DES	31.25	27-Aug-19

TRANSFERS

		FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
	Flanigan, Amy	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Class	O'Neill, John	Lib Media / JAD&JFK	1	Social Studies / JFK	1	26-Aug-19
Class	Zipadelli, Kristina	Lang Arts / JFK	1	English / SHS	1	26-Aug-19
Class	D'Amato, Catherine	English / SHS	1	Lang Arts / JFK	1	26-Aug-19
Class	Ponte, Kate	World Lang / JFK	1	World Lang / SHS	1	26-Aug-19
Class	Marquardt, Alexa	World Lang / SHS	1	World Lang / JFK	1	26-Aug-19
Class	Vance, Sabina	Grade 4	1	Math Specialist	1	26-Aug-19
Class	Muroski, Jacqueline	RN / TES	1	RN / OES	1	27-Aug-19
Class	Tarafano, Stacy	Clerk / JFK	0.43	Clerk / HES	0.54	29-Aug-19

UNPAID LEAVE OF ABSENCE

No unpaid leaves of absence in July

COACHING / STIPENDS

No coaching appointments in the PT Custodian

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 15, 2019

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2019
Decision Requested X Agenda Code 11 a

AGENDA REPORTING FORM

Agenda Topic: Review and Approval of 2019-2020 Teacher Evaluation and Support Plan

Summary of Issue: Annual approval of the Teacher Evaluation Plan is required by state statute.

Background: No major changes have occurred. Minor revisions are highlighted in document attached.

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: Move that the Board of Education review and approve the 2019-2020 Teacher Evaluation and Support Plan.

Titles of Attachments:

1. Teacher Evaluation and Support Plan



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Teacher Evaluation and Support Plan

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 2019-2020 school year.*

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

Grades K-12

Steven Madancy

Assistant Superintendent for
Instruction and Learning

JoElle Castonguay

Teacher, South End/Strong Elementary
Schools

Bethanie Connelly

District Lead Therapist

John Duffy

District Science Coordinator

Stephanie Lawlor

District Language Arts Coordinator

Sara Ossias

Teacher, Southington High School

Scott Ottochian

Teacher, Southington High School

Michelle Passamano

Personnel Manager

Rebecca Savelkoul

Instruction Technology Coordinator

Annita Wright

Derynoski Elementary School

Amy Zappone

District Math Coordinator

Committee Members

Grades 6-12

Amy Aresco

Special Education Coordinator

Jennifer Discenza

District Counseling Coordinator

Tina Riccio

Teacher, Southington High School

Elementary School

Stephen Bergin

Principal, Plantsville Elementary School

Melissa D’Orazio

Teacher, Kelley Elementary School

Sonya Kunkel

Special Education Coordinator

Melissa O’Neil

Teacher, South End Elementary School

Rachel Pitino

Teacher, Kelley Elementary School

Bethany Solury

Teacher, Derynoski Elementary School

Janice Verderame

Principal, Derynoski Elementary School

Gretchen Yatzook

Teacher, Flanders Elementary School

Middle School

Michael Garry

Teacher, DePaolo Middle School

Thomas Hinman

Teacher, Kennedy Middle School

John O’Neill

Teacher, Kennedy Middle School

Kara Sievel

Teacher, Kennedy Middle School

Richard Terino

Principal, Kennedy Middle School

High School

Daniel Hart

Teacher, Southington High School

Richard Niro

Teacher, Southington High School

(Vacant)

Assistant Principal, Southington High School

Frank Pepe

Principal, Southington High School

Table of Contents

I.	Southington’s System for Teacher Evaluation and Support.....	3
	Context	3
	Design Principles	3
II.	Evaluation System Overview	4
	Teacher Evaluation Process	5
	Goal Setting and Planning:	5
	Mid-Year Check-In:	5
	End-of-Year Summative Review:.....	6
	Primary and Complementary Evaluators.....	6
	Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing.....	6
III.	Support and Development.....	7
	Evaluation-Based Professional Learning	7
	Career Development and Growth	7
	Improvement and Remediation Plans	7
IV.	Teacher Practice Related Indicators	8
	Observation Process.....	9
	Pre-conferences and Post-conferences	10
	Non-Classroom Reviews of Practice	10
	Feedback	10
	Teacher Performance and Practice Goal-Setting.....	10
	Teacher Performance and Practice Rating.....	11
	Individual Observations.....	11
	Summative Observation of Teacher Performance and Practice Rating	11
	CATEGORY #2: Parent Feedback (10%).....	13
V.	Student Outcomes Related Indicators.....	15
	CATEGORY #3: Student Growth and Development (45%)	15
	CATEGORY #4: Whole-School Student Learning Indicator (5%).....	20
VI.	Summative Teacher Evaluation Rating	20
	Definition of Effectiveness and Ineffectiveness	23
	Dispute Resolution Process	23
	Appendix A: Common Core of Teaching Rubric for Effective Teaching.....	24
	Appendix B: CCT Rubric for Effective Service Delivery.....	38
	Appendix C: Southington Teaching Rubric for Music Ensemble and Classroom.....	52
	Appendix D: Template for Setting SMART Goals	86
	Appendix E: Sample Parent Surveys	93
	Appendix F: Teacher Evaluation Timeline	95
	Appendix G: Forms	96

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:

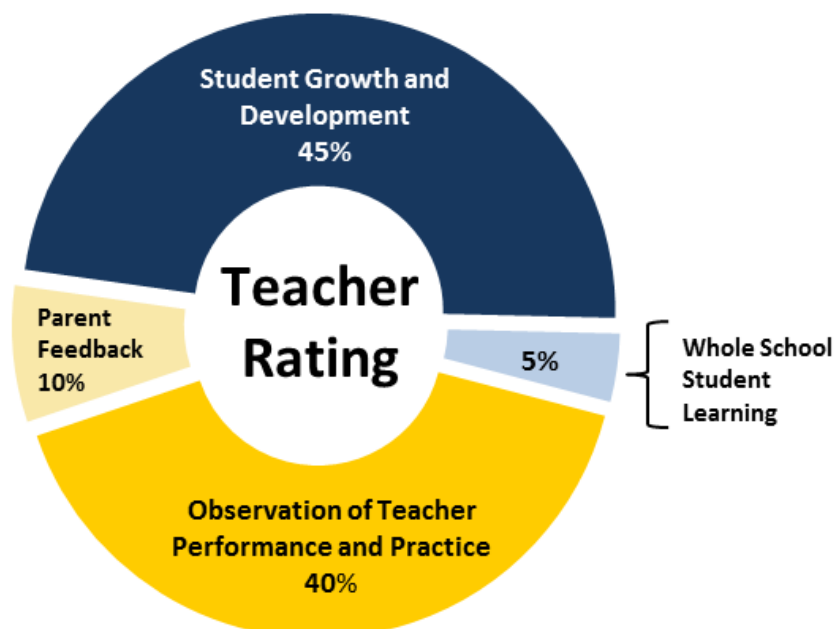
Exemplary – substantially exceeding indicators of performance

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.
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 **at least three school days before the end of the student school year.** *At this meeting, a preliminary discussion on a teacher performance goal for the following year will be discussed.

Primary and Complementary Evaluators

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

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

III. Support and Development

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

Evaluation-Based Professional Learning

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

Career Development and Growth

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

Improvement and Remediation Plans

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

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

(See Appendix H for sample.)

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

IV. Teacher Practice Related Indicators

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

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

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

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

Teacher Practice Framework

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

CT Common Core of Teaching Rubric for Effective Teaching

DOMAIN 1

Classroom Environment, Student Engagement and Commitment to Learning

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

DOMAIN 2

Planning for Active Learning

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

DOMAIN 3

Instruction for Active Learning

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

DOMAIN 4

Professional Responsibilities and Teacher Leadership

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

Educators and Support Specialists Framework

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

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

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

Observation Process

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

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

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

- **Formal** ~ Scheduled 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. Informal observations for Student and Educator Support Specialists include working with small groups of students, working with adults, providing professional development, working with families, and participation in team meetings or Planning and Placement Teams. The educator and the evaluator shall agree to appropriate venues for observations of Student Educator Support Specialists and an appropriate rubric for rating and practice and performance at the beginning of the school year.
- 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	Minimum one formal in-class observation including pre-conference as review of practice and post conference once every three years; in each of the other years, a combination of at least three informal in-class observations and/or reviews of practice.

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:

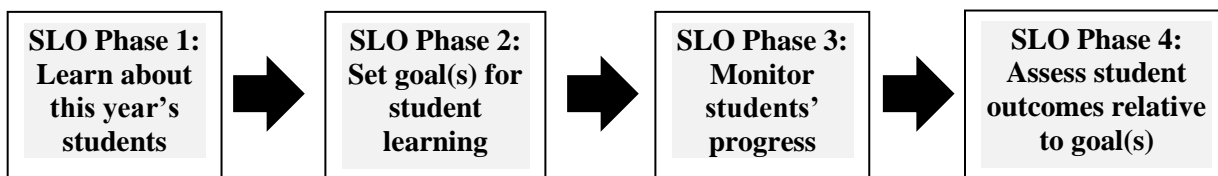
- Student growth and development, which represents 45%.
- Whole-school student learning which represents 5% of the total evaluation rating.

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%)

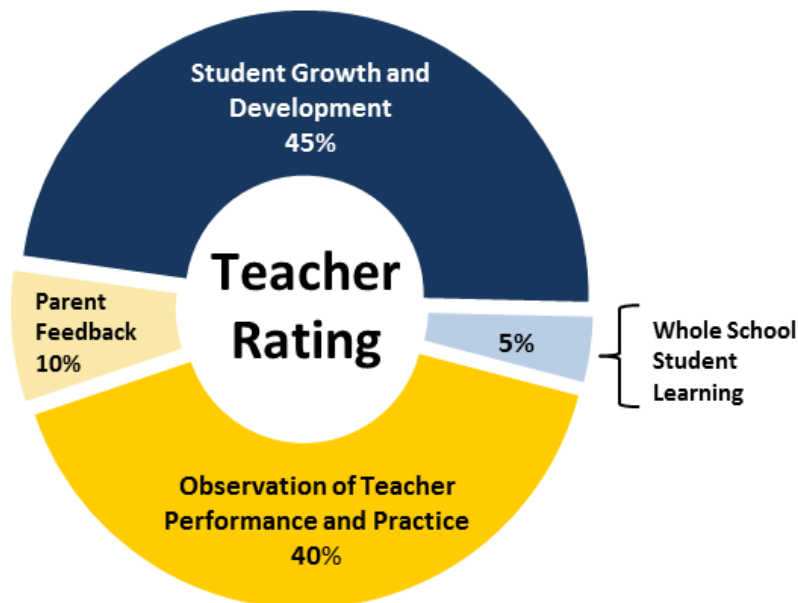
Whole-school student learning indicator

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		<i>Overall Practice Rating</i>			
	<u><i>Rated</i></u>	<u><i>Exemplary</i></u>	<u><i>Proficient</i></u>	<u><i>Developing</i></u>	<u><i>Below Standard</i></u>
	<u><i>Exemplary</i></u>	Exemplary	Exemplary	Proficient	Gather further information
	<u><i>Proficient</i></u>	Exemplary	Proficient	Developing	Gather further information
	<u><i>Developing</i></u>	Proficient	Proficient	Developing	Below Standard
	<u><i>Below Standard</i></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) school days during a school year of receiving the disapproval of goals or the feedback on performance and practice or (7) calendar days after 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) school days during a school year of receiving an appeal of the disapproval of goals or the feedback on performance and practice or (7) calendar days of receiving an appeal of the final summative rating. A decision shall be rendered within (5) school days on an appeal of the disapproval of goals or the feedback on performance and practice or (5) calendar days of receiving an appeal of the final summative rating.
4. This appeal timeline is subject to modification through mutual agreement between the Southington Education Association and the superintendent or his/her designee.

Appendix A

Connecticut Common Core of Teaching Rubric for Effective Teaching

CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1
Classroom Environment, Student Engagement and Commitment to Learning²
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

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

Domain 3
Instruction for Active Learning
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2
Planning for Active Learning
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

Domain 4
Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

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

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

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

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

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

Note: Southington edits are underlined.

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

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

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

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

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

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

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

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

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

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

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

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

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

2: Planning for Active Learning

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

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

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

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

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

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

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

2: Planning for Active Learning

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

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

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

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

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

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

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

2: Planning for Active Learning

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

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

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

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

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

3: Instruction for Active Learning

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

Indicator 3a | Implementing instructional content¹⁵ for learning.

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

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

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

3: Instruction for Active Learning

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

Indicator 3b

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

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

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

3: Instruction for Active Learning

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

Indicator 3C

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

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

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

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

4: Professional Responsibilities and Teacher Leadership

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

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

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

4: Professional Responsibilities and Teacher Leadership

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

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

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

4: Professional Responsibilities and Teacher Leadership

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

Indicator 4C

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

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

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

From footnote ² on page 26:

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

APPENDIX B

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

Please note the following values:

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

CCT Rubric for Effective Service Delivery 2015 – AT A GLANCE

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

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

Domain 3: Service Delivery

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

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

Domain 2: Planning for Active Learning

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

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

Domain 4: Professional Responsibilities and Leadership

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

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

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

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

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

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

¹ A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.) (2014) *Handbook of Ethical Educational Leadership*. New York: Routledge.

² Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

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

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

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

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

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

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

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

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

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

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

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

Domain 2: Planning for Active Learning

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

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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, fourteen of nineteen students will exceed 40 SGP as measured by the STAR Literacy assessment.

Non-Standardized IAGD:

1a) By May 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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 2019, 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 2019, 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 2019, 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 2020, 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 2020, nineteen of nineteen students will produce a median Student Growth Percentile of 40 based on the average of 39 (2015), 41 (2016), 40 (2017) and 39 (2018) as measured by the STAR Numeracy assessment.

1b) By May 2020, 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 2020, 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 2020, 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	Minimum one formal in-class observation including pre-conference as review of practice and post conference once every three years; in each of the other years, a combination of at least three informal in-class observations and/or reviews of practice.

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:

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

FORM F-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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM F-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"/>
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Empty space for evidence and notes for item a.

b. Planning instruction to cognitively engage students in the content.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
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Empty space for evidence and notes for item b.

c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary <input type="checkbox"/>	Proficient <input type="checkbox"/>	Developing <input type="checkbox"/>	Below Standard <input type="checkbox"/>
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Empty space for evidence and notes for item c.

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"/>
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FORM 3a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____
Assignment: _____

Date: _____
School: _____

Length of Observation: _____
Grade(s): _____

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

FORM 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"/>
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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"/>
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**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"/>	<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"/>	<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"/>	<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 August 15, 2019

Decision Requested X Agenda Code 11.b

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2018-2019

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2018

Ending Date of Program or Project: June 30, 2019

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2018-2019 school year be approved as submitted.

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Superintendent's Annual Report 2018-2019

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SOUTHINGTON PUBLIC SCHOOLS



Superintendent's Annual Report 2018 ~ 2019



Superintendent's Annual Report

2018-2019

Southington Board of Education

Brian S. Goralski, Board Chairperson

Terri C. Carmody, Vice Chairperson

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Robert S. Brown

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Timothy F. Connellan, Superintendent of Schools

Steven G. Madancy, Assistant Superintendent of Curriculum and Instruction

Sherri P. DiNello, Director of Business and Finance

Margaret T. Walsh, Director of Pupil Services

Peter J. Romano, Director of Operations

Jamie Olander, Director of Technology

Michelle Passamano, Human Resource Manager

Jennifer S. Mellitt, Accounting Manager

SOUTHINGTON PUBLIC SCHOOLS

TABLE OF CONTENTS

	<u>Pages</u>
SUPERINTENDENT'S EXECUTIVE SUMMARY _____	1 - 2
CURRICULUM & INSTRUCTION _____	3 - 5
ENGLISH LANGUAGE ARTS _____	6 - 7
MATHEMATICS _____	8 - 9
SCIENCE _____	10
BUSINESS DEPARTMENT _____	11-12
OPERATIONS DEPARTMENT _____	13-14
HUMAN RESOURCE DEPARTMENT _____	15-16
PUPIL PERSONNEL SERVICES _____	17-20
TECHNOLOGY DEPARTMENT _____	21-23
SCHOOL-BASED ACTIVITIES _____	24-54



Southington Public Schools
Superintendent's Annual Report 2018-2019

SUPERINTENDENT'S EXECUTIVE SUMMARY

Timothy F. Connellan, Superintendent of Schools

The Southington Public Schools once again enjoyed a rich blend of veteran and early career faculty, staff, Board of Education members, Central Office Administrators and Building and District-wide Administrators. This blended talent across the district continued to provide a rich environment for the cultivation of ideas and for creative problem solving. Some very talented and experienced individuals and promising early career professionals joined the staff during the 2018-2019 school year. The Southington Public Schools professional staff became more diverse in terms of training, background and experience. Staff members continued to exemplify the high standards and intense work ethic that is the hallmark of the Southington Public Schools.

The work involving Southington's Vision of a Graduate and 21st Century Skills included a continued focus on building capacity through professional learning opportunities. Specifically, members of the Administrative Leadership Team developed a deeper understanding of the 21st Century Skills that are the core of Southington's Vision of a Graduate. Administrators engaged in observations, dialogue, reflection and calibration of their own skills and understanding of 21st Century skills in classroom settings and 21st Century leadership practices. Administrators worked with staff in their buildings, providing opportunities for teachers to gain a better understanding of 21st Century skills in practical applications. In addition, some administrators began to set the stage for the integration of staff goals and 21st Century skills in staff evaluation and support plans and in the work of Instructional Learning Teams. As anticipated, growth and progress in this area was variable across the district and proceeded at a pace commensurate with the level of capacity built over time. A focus for the 2019-2020 school year will be to build greater capacity in all buildings while allowing for the continued differentiation, growth and evolution of individual schools and staff.

The District continued to focus on improved student performance at all levels. During the 2018-2019 school year, the Southington Public Schools consolidated and expanded the internal infrastructure necessary to ensure the highest quality of day-to-day teaching and learning. This infrastructure had several key components that are outlined below.

The redesigned Curriculum Development and Renewal Process with the addition of a Curriculum Leadership Team completed a second full year of implementation. Curriculum development was focused on Southington's Vision of a Graduate and the inclusion of 21st Century Skills in addition to content. The Southington Public Schools continued the implementation of a curriculum renewal process that was effective and sustainable. The Curriculum Leadership Team continued work on the implementation of a Learning Management System for curriculum development. A pilot group of educators worked with the new Learning Management System during the 2018-2019 school year. In addition, the STAR™ assessment system was implemented fully across the district for students in Kindergarten through grade eight. The system provided real time data that was used to modify and plan instruction

The Professional Development and Evaluation Committee (PDEC) successfully designed and implemented a thoughtful system of continuous professional learning experiences for all staff

Superintendent's Annual Report 2018-2019 Executive Summary

across the district. PDEC attended to the very different professional learning needs of the diverse population of educators in the Southington Public Schools. In addition, PDEC began to examine alternative methods and structures that might better serve Southington's specific needs for support and evaluation of professional staff members. The work in this area will continue in the 2019-2020 school year and will be connected to Southington's Vision of a Graduate and focus on 21st Century Skills.

The Southington Public Schools consolidated the process of utilizing Instructional Learning Teams (ILT) during the 2018-2019 school year. The ILT's promoted collaboration and reflection among team members and facilitated the identification of real and pressing instructional/learning problems in classrooms. The ILT allowed teachers the time to work together in a very focused, specific and intentional manner. A focus for the 2019-2020 school year will be to connect the work of the ILT's with the instructional goals of the Evaluation and Support Plan and Southington's Vision of a Graduate.

The Southington Public School District completed the fourth full year of implementation of the Scientific Researched Based Intervention (SRBI) model. Each school refined its SRBI team and process. Through collaboration between and among general education classroom teachers and literacy and mathematics specialists, school-based teams consolidated their understanding of different tiered levels of targeted academic support for students at all achievement levels. The purpose of the SRBI process was to identify students in need of some level of support, provide that support, monitor student progress and then create pathways for students to succeed and perform academically and behaviorally on at least grade level. Each school achieved the capability to pursue that goal aggressively.

Southington Public School students continued to learn in areas not considered "academic" subjects. In each school, students engaged actively in the community in a variety of ways. Students learned the benefits of community service and of the intangible rewards that come with helping those in need. The details of Southington Public School students' efforts in these areas are reflected in the individual school reports. Suffice to say that students in the Southington Public Schools did engage in a broad range of experiences that had a significant and positive impact on their growth and development and had a positive impact on the community.

The District engaged in a second year of work with two consultants who worked directly with students in grades three, five, seven and eight on diversity and equity issues. In addition to the diversity and equity work noted above, the District created the Southington Public Schools Collaboration for Social Justice (CSJ). The CSJ is a broad-based group of professional staff, community members, parents and students working together to tackle the difficult topics that fall under the heading of social justice.

In summary, the Southington Public School District pursued a path of diligence, dedication and hard work. The professional staff worked to build capacity as described above and refined the internal organizational structures and processes that allowed the district to become intentional in its actions. The District focused on incremental and continuous improvement in professional practice in all areas. Southington's Vision of a Graduate had a significant impact on all areas of operation of the district. The Vision will continue to drive curriculum development, evaluation and support and selection and retention of talented professionals.

Superintendent's Annual Report 2018-2019

ASSISTANT SUPERINTENDENT FOR CURRICULUM & INSTRUCTION

Steven G. Madancy, Assistant Superintendent of Curriculum & Instruction

The Office of Curriculum and Instruction continued to work deliberately and intentionally to connect all initiatives and priorities to the district's Vision of a Graduate during the 2018-2019 school year. At the center of the Vision are the 21st skills of creativity, critical thinking, collaboration, communication, citizenship, content mastery and dispositions of empathy, equity and effort.

Curriculum

All content areas worked toward focusing district curriculum and assessment to the adopted Vision of a Graduate. The district level creation of content agnostic transfer goals that promote the use of 21st century skills within daily lessons and assessments was the first step toward this work this year. Some content areas began to embed these transfer goals into individual units within the Understanding by Design unit development process.

Revision or adoption of content specific curriculum work occurred across all levels of the school system this year. A combination of revised and new Kindergarten through grade five English Language Arts units were brought to the Curriculum and Instruction Committee of the Board of Education and adopted by the full Board. Also new science units for grades three, five and eight, Earth Science and Biology were adopted by the Board of Education. Units in grades six through eight in Social Studies and Health and a ninth grade Modern United States History curriculum were reviewed and adopted by the Board. The high school Social Studies department began work on a course revision for Civics.

The curriculum writing processes were revised and a revised compensation formula for curriculum writing will provide the district's Curriculum Leadership Team with assistance in further curriculum development, revision and expansion in the 2019-2020 academic year.

Instruction and Assessment

The district formally introduced and implemented the STAR™ Assessment series from Renaissance Learning in the fall of 2018. STAR assessments provided benchmark measurements for Kindergarten through grade eight students in the areas of reading and math. Data from these assessments was analyzed at the school and district level to determine students who needed intervention within the district's SRBI (*Scientific Research-Based Intervention*) process. Results from these assessments assisted teachers with instructional grouping to differentiate effectively for all students. A district committee undertook a complete revision of the district's SRBI manual to align accurately with current practices and promote consistency across the system.

The assistant superintendent, middle school administration and teacher representatives from both schools worked to develop measurable Habits of Work to inform and report out on student effort and engagement aligning to the Vision of the Graduate disposition of effort. Also, during the 2018-2019 academic year, this team of teachers worked with the district Instructional Technology Coordinator to test various approaches to recording and reporting out on these measures within the Student Information System, PowerSchool. This work will cascade out to all middle school staff during the 2019-2020 academic year for continued Beta level exploration with the goal of formal introduction to students and families for the 2020-2021 academic year.

Assistant Superintendent for Curriculum & Instruction 2018-2019

The online Learning Management System, Canvas, was introduced to staff in grades six through twelve. Canvas allows teachers to integrate material from multiple sources, collaborate with students in real time, and engage students at higher levels due to the various mediums that exist within the platform.

The district Instructional Technology Committee, along with approximately 60 teachers from all schools, vetted three database products and vendors in anticipation of the adoption and implementation of a new district database for the 2019-2020 school year. Lyman Systems was the chosen system and vendor. It was recently introduced to the Administrative Leadership Team. As a next step, this database will be rolled out to all teachers upon return from summer break in August.

Policy

The district made tremendous progress toward the review, revision or adoption of numerous Board of Education policies during the 2018-2019 school year. All 1000, 2000 and 3000 series policies were reviewed and updated as needed. Policies originating from legislation of recent years that were not yet present within the Board's current manual were created and adopted. Also, several 5000 and 6000 series policies were revised including the Board's Graduation Requirement Policy (#6146), which increased credits required for graduation from 22 to 25 starting with the class of 2023. This will apply to the incoming freshman class for the 2019-2020 academic year.

Professional Development

A significant district effort this year focused on building the professional capacity of the Administrative Leadership Team and furthering team member's understanding of the 21st century skills associated with the district's Vision of the Graduate. The school system's membership within the professional learning community, EdLeader 21, continued to provide a district leadership team made up of building administrators, content-area coordinators and central office leadership with the capacity and resources to support progress toward achieving the vision. Regular monthly administrative meetings served as professional learning sessions for building leaders and district coordinators. Much time was spent discussing why these 21st century skills were essential in achieving the vision and how they could be incorporated into professional learning for staff. The leadership practices associated with EdLeader 21 were used to discuss shifts in practice and theory associated with effective instructional leadership among the Administrative Leadership Team. The district began working with the executive leadership team of the administrator's bargaining unit as well as officials with the State Department of Education to revise the current Administrator Evaluation Plan to align with these leadership practices.

In addition to the administrative level work, teachers across the district continued to meet during regular professional learning time within Instructional Learning Teams. This collaborative structure allowed teachers to study their instructional practices with colleagues. The team structure provided opportunity for staff to think critically, exhibit creativity, and collaborate with one another; interacting themselves with the 21st century skills the district is reinforcing with students. Many teachers across the district used this time to better understand the Vision of the Graduate's associated 21st century skills and how to incorporate student use of these skills into daily lessons.

Assistant Superintendent for Curriculum & Instruction 2018-2019

Another area of focus within the elementary and middle schools during the 2018-2019 school year was the education of the whole child. Promoting the district's vision related disposition of empathy, a focus on EI (*Emotional Intelligence*) allowed two principals, awarded fellowships with Yale's Center for Emotional Intelligence, to provide regular and ongoing professional development to school-based teams. These teams then worked with their respective building staff to understand Emotional Intelligence and the associated strategies that promote self-regulation and reflection.

Trainers Paul Vivian and Audley Donaldson were brought back for a second year and worked with students in grades three, five, seven and eight at all schools relative to the Vision of the Graduate, related disposition of equity and diversity. In addition, the district formed the Southington Public Schools Coalition for Social Justice in the spring. The Coalition was formed with students, staff, parents, administrators, central office leadership, community members, professional partners from both SERC (*State Education Resource Center*) and CREC (*Capitol Region Education Council*) and two elected officials. The Coalition recently adopted four goals that will serve to focus the work around social justice and promoting equity for the 2019-2020 academic year and beyond.

Superintendent's Annual Report 2018-2019

ENGLISH LANGUAGE ARTS CURRICULUM & INSTRUCTION

Stephanie Lawlor, English Language Arts Coordinator

Grades K-5 English Language Arts (ELA)

Reading and Writing Units of Study

Several units, new or revised, were rolled out to staff and adopted by the Board of Education as part of district efforts to revise the grades K-5 ELA curriculum. Teachers in Kindergarten through grade 2, continued to receive job-embedded professional development through the support of the literacy coaches. The coaches met with teams of teachers to introduce a new strategy, plan lessons, or study student work. The coaches not only modeled lessons, they observed teachers teaching and offered feedback. Grade 4 teachers had the opportunity to work with a staff developer from Teachers College. They focused on planning for small group instruction in reading, by studying student work, unpacking the reading progressions and creating tools to differentiate instruction.

Scientific Research-Based Interventions (SRBI)

The elementary literacy team continued to use multiple data points to inform the SRBI process and classroom instruction. They worked diligently to support the needs of students in tier II and III interventions. The team not only focused on student achievement in literacy, but also on the growth of each individual student.

Controlled Study: Units of Study Phonics

Foundational reading skills that are taught in the primary grades are the building blocks for reading success. The district conducted a controlled study using the *Units of Study in Phonics* in four Kindergarten and twelve first grade classrooms across the district. Through the Instructional Learning Team (ILT) process, teachers engaged in learning the guiding principles behind this phonics approach. Teachers received job-embedded coaching on how to implement the lessons at an exemplary level and studied multiple data points to measure the effectiveness of implementation.

The team found that the major guiding principle for the phonics units is supporting student transfer of skills to reading and writing. The lessons provided teachers with strategies and tools to help children see that what they learned in word study fostered stronger readers and writers.

These units were rigorous, and the team found the lessons to be highly engaging. Students worked in “Rug Clubs” to practice strategies using mascots, singing songs, and solving mysteries such as The Mystery of the Silent E and using their super powers to apply their knowledge about letters, sounds and words in their reading and writing.

This past spring, the 2019-2020 cohort of teachers attended a Phonics Showcase to learn about the new units. Teachers had the opportunity to visit classrooms and hear firsthand from the teachers involved in the study. This cohort met in June to begin planning for September.

Superintendent's Annual Report 2018-2019 – ELA Curriculum & Instruction

Grammar

At the start of the year, teachers in grades one through five engaged in professional learning with a new resource on how to teach grammar. The approach was designed by Jeff Anderson and the resource was his book, Patterns of Power. Rather than showing students sentences with errors and asking them to fix them, students will be exposed to mentor sentences from authentic literature and coached through an "invitational process." They will be asked to discuss what they notice about a sentence, compare and contrast that sentence with another, imitate the sentence, edit and apply the pattern in their own writing. After a rule is taught, it will be written on a chart that students will use for reference when they are editing their work in writing workshop.

Grades 6-8 English Language Arts (ELA)

The grade six units of study in reading and writing were adopted by the Board of Education this year. These units build upon the skills and strategies taught at the elementary level. Teachers collaborated to create and revise performance tasks that align to the 21st century skills. Students created Ted Talk presentations and Public Service Announcements to demonstrate mastery of skills in reading, writing, speaking and listening.

Teachers in grades seven and eight reviewed new units of study in reading that will be sent to the Curriculum and Instructions Committee for review and adoption next year. Once these units are approved, the district will have vertical alignment in reading and writing curriculum from kindergarten through grade eight. During district department meeting time, teachers revised the middle school writing rubrics to ensure vertical alignment from grades K-8. Staff also spent time using a protocol to calibrate their scoring of writing pieces.

Each middle school was fortunate enough to have two literacy specialists to support the SBRI model. This team collaborated with one another and the ELA teachers to ensure the district met the needs of all students. The two middle schools shared a literacy coach. The coach was able to support teachers with planning for small group instruction and support the implementation of the workshop model.

Grades 9-12 English Language Arts (ELA)

At the high school level, the ELA Coordinator, English Department Chair, and the Assistant Principal for ELA, met weekly to draft the ELA K-12 Macro-curriculum. The draft was shared with a team of teachers for feedback. The Macro-curriculum is aligned to the Southington Public Schools Vision of the Graduate and will guide the curriculum revisions that will begin at Southington High in the fall.

MATHEMATICS CURRICULUM & INSTRUCTION

Amy Zappone, Mathematics Coordinator

Grades K-2 Math

Over the course of the year, grades Kindergarten through grade two teachers engaged in a process of curriculum evaluation to determine which Mathematics curriculum or program would best support the needs of students in Southington. The K-2 teachers reviewed curricular options and submitted their feedback to the District Math Advisory Council. The Advisory Council then brought the district recommendation to the Curriculum and Instruction Committee meeting in April 2019, and the Committee supported the adoption of Ready Classroom. Ready Classroom is a comprehensive Mathematics curriculum that is built upon student discourse and problem solving. This Spring, all K-2 teachers who were not slated to begin the new phonics program in the fall, began their professional learning around the implementation of Ready Classroom. The elementary mathematics department will continue preparing and training K-2 teachers for implementation over the summer and throughout the school year, so teachers feel confident and supported throughout their implementation. As a district, the mathematics teachers are very excited to launch Ready Classroom for the 2019-2020 school year to work toward a coherent and consistent approach to teaching and learning of Mathematics. The elementary Mathematics specialists will increase their coaching support to assist teachers with Ready Classroom, to benefit from peer to peer collaboration.

Grades 3-5 Math

This year, teachers in grades three through five continued using Ready Common Core to support Mathematics instruction. To expand capacity in differentiating instruction for all learners, teachers engaged in professional learning around Math Workshop. For the Math Workshop Model, the district support encompassed the following principles: quality tasks are at the heart of workshop; student collaboration and discourse are essential; teachers are facilitators of learning. Teachers in grades three through five worked with colleagues across the district to develop and refine differentiated tasks for math workshop. Teachers were also able to use the newly purchased Splash Math program in their technology station within the Workshop to build number sense and fluency. They will continue their efforts with Math Workshop for next year and anticipate continued gains in student growth as a result of purposeful differentiation.

Grades 6-8 Math

The Middle School Mathematics Department engaged in a department book study of National Council of Teachers of Mathematics (NCTM) Principles to Actions, over the course of the school year. This professional resource focused on the eight Highly Effective Teaching Practices for Mathematics. The department focused on practices one and two: “Establish math goals to focus learning,” and “Implement Tasks that promote reasoning and problem solving.” During district department meetings, the work focused on developing and posting student-friendly learning targets and success criteria to guide student learning. Teachers used Instructional Learning Teams (ILT) and curriculum meeting time to collaboratively plan lessons and assessments that promoted cognitive engagement through problem solving. The department was fortunate to have two full-time Mathematics specialists, one at each middle school. The Mathematics specialists worked with

Superintendent's Annual Report 2018-2019 - Mathematics

teachers in the department to support the needs of all students through the Scientific Research-Based Instruction (*SRBI*) process and Tier I instruction. The middle school Mathematics teachers look forward to continuing to explore engaging and rigorous tasks for next year's instruction.

Grades 9-12 Math

The Southington High School Mathematics Department utilized vertical articulation time to meet with the middle school teachers who taught algebra I. The middle school and high school Algebra I teachers were able to collaboratively review the current curriculum and instructional practices. This summer, the work will continue with a focus on incorporating more opportunities for problem solving and real-life application. The district will be using Open Education Resources to fuel curriculum writing. The high school mathematics teachers worked with their colleagues to analyze Preliminary Scholastic Achievement Test (PSAT), Scholastic Achievement Test (SAT) and Advance Placement (AP) data to inform instruction. Also, teachers participated in professional learning opportunities around the practices of using learning targets and student success criteria to support "Visible Learning" from John Hattie's work. Next year, the department will engage in a book study to support their learning around the 21st century skill of Collaboration, which is a critical element of the District's Vision of the Graduate.

Superintendent's Annual Report 2018-2019

SCIENCE CURRICULUM & INSTRUCTION

John Duffy, Science Coordinator

The district continued the implementation of Connecticut's Science standards, the Next Generation Science Standards (NGSS). The NGSS represented a major shift in instruction for Science teachers. Teachers focused on guiding students in developing answers to students' own questions about real world phenomena. Students took on the role of scientists as they built their understanding of science concepts while solving problems and developing explanations for engaging and puzzling science experiences. In the elementary schools, the emphasis was placed on grades three through five with each grade level implementing new units this year. All grade three, four and five teachers received professional development emphasizing the instructional strategies necessary to successfully support students as they engaged with new units of Science this year. Select grade three, four, and five teachers initiated a collaborative partnership with teachers in the Plainville school district as part of a grant administered by the Connecticut Science Center. This grant-funded partnership was designed to help build district capacity to make the changes in instruction required by the Connecticut Next Generation Science Standards. This grant program will be extended next year to include Kindergarten, first and second grade teachers. The middle school teachers and high school teachers implemented new NGSS units of study at every grade level. Professional development for teachers directly connected with new Science units continued this past school year. As a result of their professional development and curriculum work this year, the middle school teachers will be delivering a complete NGSS curriculum during the next school year. At the high school, the grade nine and ten teachers work this year will result in a fully transformed NGSS curriculum next year. The grade 11 and 12 teachers are on track for the full implementation in the 2020-2021 school year.

Southington students demonstrated a great deal of creativity this year. All grade five students created an invention as part of an invention curriculum unit. One-hundred and eighty students participated in the district-wide Invention Convention with nineteen moving on to the state-wide Invention Convention. Four of those students were invited to the national Invention Convention. Southington middle school students participated in the national eCybermission competition, a Science, Technology, Engineering and Mathematics (STEM) challenge for middle school students. A team of four grade six students from John F Kennedy Middle School were awarded first-place in the state of Connecticut for their unique design solution for oil spills.

The district continues to partner with Lewis Educational Agricultural Farm (LEAF) and seventh generation Southington farmer Mark Ramsay in supporting gardening in all elementary schools, both middle schools and Alta, the alternative high school. Under Mr. Ramsay's tutelage, students at all schools planted vegetables for harvest this summer and fall. Mr. Ramsay and LEAF continued to work with our middle schools this year and plans are in place for an expansion of this partnership during the next school year.

The district continued a partnership with YMCA Camp Sloper funded by a generous grant from the Southington Education Foundation (SEF). All grade four students spent two full days, one in the fall and one in the spring, immersed in a standards-based field experience.

Superintendent's Annual Report 2018-2019

BUSINESS DEPARTMENT

Sherri P. DiNello, Director of Business & Finance

The Business Office has accomplished the following items during the 2018-2019 school year.

Budget Development 2019-2020

During the 2018-2019 school year, the Board of Education 2019-2020 Operating Budget was developed and presented. The Southington Board of Finance and Town Council funded the Board of Education 2019-2020 Operating Budget with an increase of \$2.3 million or 2.46%. In addition, funds were appropriated in separate line items to fund the anticipated increase to the MERS Municipal Employee Retirement System (MERS) and a contribution to the state Teacher's Retirement Board (TRB). The state budget was not finalized prior to the action by the Town Council; therefore, to be fiscally responsible yet still maintain control of these funds, they were not included within the Board of Education Operating Budget.

Education Finance System/Alio

The 2017-2018 financial report, ED001, was filed on the new EFS (Electronic Funds Source) platform that the State Department of Education rolled out in the spring of 2018. Local Education Agencies (LEAs) were required to report financial data using the new system beginning with the filing of the ED001 Report due by September 1, 2018 for the 2017-2018 school year. All account records uploaded were classified using the EFS codes for: Funding Source, Function, Object, Education Type, Pre-K, Allocation and Location. The Alio financial system did not provide a crosswalk to code the accounts to upload them successfully. The coding was done manually. The programmers at Computer Management Technologies (CMT), the Alio support vendor, have been working on the state reporting module. The district has been assisting them by sharing the excel spreadsheets created to use as real data to test and determine the best way to program the module so all Connecticut districts using Alio can benefit from their new module. In addition, new accounts were created to allow the appropriate coding of building level expenses.

Online Payment System for Fees and Activities Expanded

The Purchase Department Accounting Manager worked with the staff at Southington High School to expand the use of MyPaymentPlus online payment system to collect fees. The dues for the freshman class and payments for the Advanced Placement (AP) exams were collected using the online payment system this year.

Employee Wellness

The Healthy & Wise Committee ran several successful employee wellness programs throughout the year. Walking and weight loss challenges continue to be the most popular. WW (Weight Watchers) was offered onsite and, although participation was low, participants appreciated the opportunity and found success in reaching goals. Also, an introduction to yoga class was offered. Eight (8) one-quarter (1/4) size Crop Shares were purchased to be raffled off to staff, to showcase the fresh local produce options here in town.

Superintendent's Annual Report 2018-2019 - Business Department

Food Service Financial Reporting

The Food Service Program utilized Alio financial software for payroll and accounts payable. The Accounting Manager worked to expand the chart of accounts to encompass revenue line items so sales and cash receipts could be posted. The goal was to produce financial statements from the software. This goal was completed in May of 2019. In addition, the Accounting Manager reconciled the Prepaid Student Liability Account. Archived data was restored to reconcile funds left from graduates and students that transferred. The Food Service Office staff will reach out to parents of inactive students to offer the option of a refund of their prepaid account balance or a donation of the balance to fund meals and snacks for students in need. A new practice was established for account balances remaining once students exit Southington Public Schools.

Negotiations – Southington Education Association (SEA)

The Director of Business & Finance worked with the Superintendent and legal counsel on behalf of the Southington Board of Education, to coordinate negotiations with the SEA. The Board of Education was able to reach an agreement with the SEA and avoid costly arbitration fees due to the continued conversations between the parties that occurred after mediation. The new contract begins on July 1, 2019.

Paraprofessionals, English Language Tutors (EL) & Applied Behavioral Analysis (ABA) Therapists

The Director of Business & Finance negotiated a three-year contract extension with the UPSEU (United Public Service Employees Union) bargaining group. The extension was accomplished without opening the contract for full negotiations and saved the district legal funds because an attorney was not used for the negotiation process.

Superintendent's Annual Report 2018-2019

OPERATIONS DEPARTMENT

Peter J. Romano, Director of Operations

The Operations Department accomplished the following items during the 2018-2019 school year:

Construction and Building System Improvements

A substantial portion of construction and improvement projects were performed by in-house staff as a result of the budget uncertainty. These items included:

- Researched, designed and began installation of a state-of-the-art security camera system at Southington High School. Preliminary work was completed prior to the end of school. Work will be completed over the summer recess.
- Replaced a considerable amount of concrete sidewalk at Southington High School and Strong Elementary School.
- Replacement of traditional florescent light bulbs with Light-Emitting Diode (LED) lamps in schools continued throughout the district. The LED lamps were purchased at a discounted price through an Eversource Rebate Program.
- Replaced all existing counters and upgraded the electrical power to support current technology in the Music room at Southington High School.
- Continued the ongoing maintenance of the irrigation system at Southington High School.
- Improved on strategies to ensure the reliable, long-term performance and extending the life-cycle of roofs district-wide.
- Completed short-term structural repairs to the tennis courts at Southington High School.
- The exterior door for the Southington High School Band Room was structurally enlarged from a 3-foot wide door to a 4-foot door to allow for the larger instruments to be transported to the field without being disassembled.

With the approval of the referendum to replace $\pm 70,000$ square feet of roof at Southington High School, administrative work began. A building committee was formed, project manager and architect selected, and state funding requirements were satisfied. Work is scheduled to start at the beginning of summer recess.

Removed the underground fuel tank that was servicing a generator at Southington High School as required by the Connecticut Department of Energy & Environmental Protection.

Continued working toward completion of the required improvements outlined in the Civil Rights Compliance review at Southington High School.

Operations oversaw the replacement of a failed cylinder casing for the main elevator at Southington High School. The modernization of this elevator was bid with the support of the town's Capital Improvement Plan. Elevator work will begin at summer recess. Electrical, fire alarm, and Heating, Ventilation & Air Conditioning (HVAC) work will be performed in-house by the maintenance staff.

Superintendent's Annual Report 2018-2019 – Operations Department

Energy Conservation

Energy Management System: With ten (10) of the district's schools on the web-based dashboard, the Operations Department continued to monitor systems and programmed them for optimum efficiency and health of the buildings.

Reporting

South End Elementary School Construction Close-out: Operations completed documentation with the State Department of Education and Town of Southington Director of Finance, to close-out the project with the state.

Joseph A. DePaolo and John F. Kennedy Middle Schools Construction Close-out: Operations is working with the State Department of Education and Town of Southington Director of Finance to close-out the projects with the state.

School Rental System: The Operations Department evaluated the rates for outside rental of the schools and the policies and procedures. Recommendations were approved by the Board of Education for the 2019-2020 school year.

Health and Safety

Operations, in conjunction with the Southington Police and Fire Departments, coordinated and participated in unannounced emergency drills and fire drills at all schools district-wide.

Asbestos and radon testing programs: Ongoing management of the state mandated asbestos removal and reporting continued. Air quality testing for radon was performed at Agricultural Sciences, Hatton, Strong, and Thalberg Schools, as per Environmental Protection Agency (EPA) and state guidelines for ongoing testing in schools.

Polychlorinated biphenyl (PCB) testing was conducted at the John Weichsel Municipal Center, J. A. DePaolo Middle School and J. F. Kennedy Middle School.

Administrative Enhancements

Operations created and maintained an online process for reporting district-wide fire and safety drills. Drills are reported annually to the Connecticut State Division of Energy Management and Homeland Security.

The Operations Department continued to build on its' electronic infrastructure. Operations worked closely with all the schools in the district. The transition to electronic documentation for the department allowed for greater efficiencies and information sharing throughout the district. A considerable amount of work was moved to the Google Doc format, including sheets and forms for transportation tracking logs, transportation requests and complaints, snow removal vendors and events, lawn maintenance vendors, and custodian scheduling.

District-wide and Town Collaboration

Shared Resources: The Operations Department continued its' ongoing collaboration with the town to complete repairs, service calls and projects at town buildings, as needed. Among the projects completed this year include: Recreation Park water heater repairs, highway garage upgrades, plumbing maintenance at fire stations, and HVAC work at the library.

Superintendent's Annual Report 2018-2019

HUMAN RESOURCE DEPARTMENT

Michelle Passamano, Human Resource Manager

Progress was demonstrated in many areas throughout the 2018-2019 school year after the Human Resource Department (HR) resources were merged between the Southington Town Government and the Southington Public Schools in 2017-2018.

Alio/Database Merge:

Assisted by the Technology Department and an Alio representative, the department continued work to finalize the process of combining existing multiple employee data sources into one employee database. The completed transition will ensure accuracy and efficiency of operation, saving time in the production of reports required by the state or the district and town.

Hiring Process:

The Hiring Committee worked to improve and update the hiring process including evaluation of documents, reference check information, and interview scoring rubrics. Newly implemented procedures increased efficiency and reflected the current work of the district. The standard forms were converted into pdf fillable forms. Collaboration with the Payroll and Technology Departments helped determine the forms and information necessary for posting on the district's website along with the most efficient manner to store employee documents within the website. Training videos required for new hires; e.g., Bloodborne Pathogens, Life-threatening allergies, Occupational Safety and Health Administration (OSHA) and Title IX, were incorporated within that website. The Human Resource Department continued work on the development of a Personnel Accountability form in Google Forms that will assist the department with notifications from building administrators regarding location and assignment changes, recommendations for hire, and requests for personnel vacancy postings.

The Human Resource Department is currently in the process of utilizing additional resources available through the Frontline Application System. This application system has many features that will streamline the process, including administrators being able to prepare their own postings and electronically routing applications to different levels of the hiring process. Administrators will no longer need to send their recommendations for hire documents to HR in paper form. They will identify who they selected to interview and their recommendation for hire directly in Frontline. The Hiring Committee reviewed the interview questions for all areas and are continuing the work of developing them in Frontline for electronic use during interviews.

Human Resource Website:

The Human Resource Department website is under development. All onboarding forms were created in pdf fillable form format and will be added to the website for use by all new hires. The Human Resource Department has contracted with e-FMLA for all new medical leave notification requests. This is an online source that provides employees with a link to enter their information. A letter will be generated automatically from HR to the employee. The number of requests for absences under the Family Medical Leave Act (FMLA) have increased exponentially. This resource ensures that the required guidelines and timelines are met. The Payroll Department and HR meet twice a month to review an employee's FMLA status.

Superintendent's Annual Report 2018-2019 ~ Human Resource Department

Training and Networking:

Training, networking and attending workshops has been an ongoing process for the employees in the HR office. Areas that have been addressed include collective bargaining, sexual harassment investigations, union negotiations and labor relations, employee conflicts, diversity, and OSHA. The hiring of a town of Southington Human Resource Generalist to handle the town departments has been a challenge due to turnover of that position. A goal for the 2019-2020 school year is to provide a training plan for the Town Department Heads in how to conduct meetings that may lead to disciplinary action.

Celebration:

The Human Resource Department developed a process for Town of Southington employee recognitions at Town Council meetings in January and April of 2019. This was an appreciation celebration process that was implemented by the Southington Board of Education for many years. The celebrations will continue throughout the year in the months of October and November.

Town Handbook and Southington Public Schools Manuals:

The Human Resource Department is currently in the process of updating the Town Handbook and developing a procedure manual. Great progress has been made and will continue through the next fiscal year.

Ongoing Work:

The Human Resource Manager continues to focus on working closely with Town of Southington Departments and Southington Public Schools staff to establish and build working relationships and effective communication.

Superintendent's Annual Report 2018-2019

PUPIL PERSONNEL SERVICES

Margaret T. Walsh, Director of Pupil Personnel Services

The Pupil Personnel Services Department Leadership Team is comprised of four Special Education Coordinators and a Director. The leadership team continues to be a collaborative “think tank”, looking at all facets of the school system with a focus on maximizing the efficiency and effectiveness of staffing and services for students and their families.

For the 2018- 2019 school year, areas of focus for the department included refinement of the work throughout the district including, but not limited to, the following:

- Active participation and representation on the District-wide Professional Development and Evaluation Committee.
- Ongoing revisions and refinement of the online manual for special education processes.
- Program development and best practices for an inclusion setting, including increasing the capacity of building level teams to meet the differentiated needs of identified students.
- Finding a new location for the “STELLAR” program when Lincoln College closed (December 2018) and partnering with Branford Hall and The Florian Properties Management company.

Programmatic components were identified as areas of development including the following:

- Creating an inventory database to track student's devices;
- Maximizing resources (including staff, time and materials);
- Developing uniform practices throughout the district regarding Extended School Year (ESY) programming and requests for paraeducator support for identified students;
- Streamlining the process for analyzing requests for various computer applications for student devices;
- Expanding the staff knowledge-base regarding vocational/transitional programming for students 14 - 21 years of age; and,
- Creating a continuum of services for students within each building and increasing collaboration among district staff.

State and Federal Compliance

The Special Education Department maintained compliance with the federal Individuals with Disabilities Education Improvement Act (IDEIA) and its implementing regulations and the Connecticut State Statutes and Regulations for Special Education. The Connecticut State Department of Education reports annually on state and district progress on fourteen performance indicators in special education. Southington's most recent District Annual Performance Report indicated that Southington was a district classified as “Meets Requirements”. This rating (based upon the indicators) was determined by ongoing data collection, Special Education Data Application Collection (SEDAC) reports and numerous other state monitoring reports.

Superintendent's Annual Report 2018-2019 – Pupil Personnel Services

Community and Parent Partnerships

Continuing collaboration with parents, community stakeholders and local or state agencies was critical to ensure that students with disabilities had an opportunity to experience the quality of life to which they are entitled. The department worked closely with families, community agencies and state programs this year to continue to bring these resources into the students' lives. Staff facilitated parent workshops that were made available to families this year. Pupil Personnel Services staff participated with community-based programs to promote stronger partnerships. Those partnerships included the Next Steps Parent Group, Lewis Educational Agricultural Farm (LEAF), Parks and Recreation Programs, Emotional Intelligence presentations for several groups, the Student Attendance and Truancy Committee, Southington's Town-wide Effort to Promote Success (STEPS), the YMCA and Southington Youth Services.

The Director of Pupil Personnel Services served on the Executive Committee for the Special Education Advisory Council for the State of Connecticut, representing the Connecticut Council of Administrators of Special Education (CONNCASE) and the public-school sector. The position is a two-year term commitment and allowed for direct participation in advising the Governor, General Assembly, State Board of Education, Bureau of Special Education and other elected and appointed officials who provided guidance and oversight of special education services in the state.

Student Achievement

It is imperative that student's Individual Education Plans (IEPs) are aligned with the Common Core State Standards (CCSS) and that all staff continue to strive for best instructional practices in classrooms. Whether through team teaching, direct explicit instruction, special education inclusion support or pull out sessions, teachers engaged students in rigorous meaningful instruction. Ongoing professional development for teachers in content curriculum as well as in differentiating instruction was extremely important to support teachers in improving their professional practice. To support student success, special educators continued to work with the content area teachers and other specialists in all schools.

School Readiness and Prevention

The Preschool Program continued to grow in numbers every month. Southington's Preschool classrooms (three at Hatton and one at Strong), the Family Resource Center (FRC) and the partnership with Birth-to-Three agencies continued to provide support and resources for families with young children who are developmentally delayed. Supported by a grant, FRC was able to adopt the "Ready, Set, Read" program, which provides basic literacy skills for English Learners prior to the start of Kindergarten year. The department enhanced resources for Mathematics instruction of preschool students by developing Mathematics readiness skills through math-based preschool activities. This activity came to fruition through collaboration with the Mathematics Coordinator and Mathematics specialists working with preschool staff. The Department of Pupil Personnel Services supported an Early Childhood prevention program through a collaboration with Wheeler Clinic to expand their "Child First" program into the Southington community. The Department wrote a letter of support and provided information (data) to Wheeler Clinic for their grant application to demonstrate the need for preventative services in town. This program serves young children ages three through six and their families. It has been implemented in several surrounding communities.

Superintendent's Annual Report 2018-2019 – Pupil Personnel Services

Elementary Level

The four in-district classrooms for students with significant emotional/behavioral issues and significant developmental/cognitive concerns continued to be a great asset in terms of the continuum of services for elementary students. The department streamlined the referral process for students who required that level of programming. The referral packet was thorough and required that the sending schools exhausted all possible strategies and interventions before moving to a more restrictive environment. Pupil Services used this process unless there were extenuating circumstances regarding safety concerns. Students joined their typical peers for lunch, recess, special area instruction and other times during the day that were deemed appropriate. There were criteria developed as well for students to demonstrate the ability to return to their neighborhood school. Special education teachers participated in a variety of code-based literacy professional development sessions both in-district and at the state level. These professional learning activities increased the capacity of special educators to diagnose dyslexia and write strong goals and objectives addressing literacy weaknesses. Additionally, the professional learning opportunities helped teachers improve their instructional practice with children who experienced significant reading disabilities.

Middle School Level

The Educational Adaptive Social Experience (EASE) program at J. F. Kennedy Middle School and the Therapeutic Educational Alternative Model (TEAM) program at DePaolo Middle School provided structures and resources for Southington's in-district educational services. Staff continued to strengthen the programmatic structures as well as fine-tuned services to allow students appropriate access to all aspects of their education. In addition to providing counseling coverage and support for the TEAM program, the school psychologist completed psychological evaluations throughout the district and at some magnet schools. Providing these services in-house provided the least restrictive environment for students and was a cost savings for the district. A "Reading Academy" was established at J. F. Kennedy Middle School for students with dyslexia. The academy serviced middle school students who required direct explicit literacy instruction in addition to language enrichment, writing skills, fluency decoding, encoding, comprehension and oral language development.

High School Level

The Special Education Department engaged in ongoing professional development on the following topics: the upcoming New England Association of Schools and Colleges (NEASC) accreditation process; creating legally defensible Individual Education Plans (IEP's); and individually designed learning. A new curriculum, Unique Learning, was implemented in the ACHIEVE program for students with significant cognitive, developmental and physical challenges. Data from this program indicated that student learning was augmented and that students made appropriate progress toward meeting goals and objectives. Curriculum development activities occurred, allowing the former Academic Support classes to become credit bearing classes. The curriculum is scheduled to be reviewed by the Board of Education for approval in August 2019. The department worked with an outside clinical psychologist who provided the students in the Therapeutic Educational Program (TEP) with counseling services and supports. Upon evaluation of these services provided by a private clinician, the Pupil Services Department chose to enter instead into a contract with Wheeler Clinic for therapeutic support beginning in the 2019-2020

Superintendent's Annual Report 2018-2019 – Pupil Personnel Services

school year. The program was renamed the Collaborative Learning Program to better reflect how this program can assist in meeting Southington's Vision of the Graduate. Planning meetings took place throughout the year with staff, students, administrators, Dr. Mike Russo, Director of Collaborative Learning Programs for Wheeler Clinic, and service providers at the high school. This new partnership will assist the district in providing a highly structured program with solid clinical services for students who are enrolled in the program.

Ongoing Needs

The Pupil Personnel Services Department will continue to maximize resources within the district for staff, students and families. The department will continue to develop and consolidate systematic practices across the district. The restructuring of the department has allowed coordinators to have a laser-like focus on enhancing the capacity of the teams in each building to meet the diverse needs of all students. Future needs include professional development to increase the level of collaboration between regular education staff and the special education/pupil services staff. Collaboration between and among professional educators will ensure that the district offers the best educational experience for all children. It is imperative to provide this professional learning to enhance teaming and collaboration and to optimize instruction. The Pupil Personnel Services Department will work with the Administrative Leadership Team and the Professional Development and Evaluation Committee to help create a plan of action that will meet this need. Increasing mental health services for students continues to be an area of ongoing need.

Superintendent's Annual Report 2018-2019

TECHNOLOGY DEPARTMENT

Jamie T. Olander, Director of Technology

The 2018-2019 school year was full of district-wide projects, new equipment, and ongoing long-term planning. The following were the major technology initiatives accomplished this past year.

Infrastructure Improvements

Technology staff completed replacement of all main core switches in all schools including secondary data closets - Intermediate Distribution Frame (IDF). The team completed the installation of Computer Information System Company (CISCO) Power of Ethernet (POE) switches, resulting in improved Wireless Fidelity (Wi-Fi) access to all schools. In addition to supporting classroom instruction, improved access was necessary for the administration of the Connecticut State Department of Education Smarter Balanced Assessment (SBA) and Advanced Placement (AP) testing utilizing district Chromebooks and MacBooks. The district purchased a new server that will be the Data Center for both Southington High School and the district. In the summer of 2018, new fiber was installed throughout Southington High School resulting in the following improvements:

1. **Speed**: Allow for instant data retrieval and Internet data to transfer at the fastest speed.
2. **Bandwidth**: Equal upload and download speeds that allows for much longer transmission distances and a high signal rate.
3. **Security**: Most secure network available due to the glass composition of the fiber. The only way to penetrate the connection is by breaking it. With a copper line, there are potential threats that can hack directly into the system.

In the summer of 2019, the team will work to add additional Access Points at Southington High School to improve further the Wi-Fi access throughout the building. The Technology team will continue to focus on infrastructure improvements at Southington High School and across the district for the 2019-2020 school year.

Reconfiguration of the Southington Public Schools Wi-Fi Access

The Technology Department continued to work to ensure the security and reliability of the Wi-Fi network and leveraged a new authentication method. The result separated staff, students, and guests for security and allowed more control over bandwidth usage. The transition included the following:

- **SPS-Devices**: For District-owned devices - will be phased out. Unlimited access.
- **SPS-Wi-Fi**: For all District users that are presently in the Active Directory (AD), must use AD credentials to access. Unlimited access.
- **SPS-Guest**: For guest users, must accept district terms and conditions and enter email address. External access and heavily filtered.

Implemented a District Firewall and Endpoint Security System

The district purchased a Firewall and Endpoint Security system. The robust security checkpoint system was deployed to protect all Southington Public School computers and other network devices from attacks. This system helped enforce rules regarding network use and monitoring of the activity on the district's network. A new robust antivirus was deployed to all district devices.

Superintendent's Annual Report 2018-2019 – Technology Department

Affordable Care Act

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

School Messenger – Report Cards

The Technology Department converted the entire district (Pre-K – Grade 12) to electronic report cards. The district used School Messenger's Secure Document Delivery functionality to deliver sensitive documents such as report cards to all parents. This initiative allowed the district to safely send documents electronically and reduce expenditures for mailing and recover staff time.

Website - Americans with Disabilities Act (ADA) Compliance

It is required that all federally funded educational institutions adhere to the Americans with Disabilities Act (ADA) requirements. These requirements address two main attributes of the website: content and design. All the following website content must follow ADA requirements: Photos, Text, Forms, Portable Document Format (PDF) and Video. The Technology Department updated the Southington Public Schools website to follow these mandates.

File Storage

The Technology Department introduced the district to OneDrive for enhanced file accessibility and increased storage. This initiative created two options for cloud-based file storage; OneDrive and Google Drive. These file migration options helped the district in the following ways:

- Lowered server costs: There are no longer extra costs associated with increasing memory, hard drive space and processing power.
- Allowed data centralization: Information for projects and different schools are stored in one location that can be accessed on-site or remotely.
- Data recovery: Cloud computing enabled automatic data backup on the cloud system.
- Increased sharing capabilities: All documents and files can be emailed and shared whenever required.

Data Compliance – Public Act 16-189

The 2016 Connecticut legislative session brought a variety of changes to education laws. The most significant piece of education legislation effecting technology was Public Act 16-189, an Act Concerning Student Data Privacy. Public Act 16-189 addressed privacy issues related to the provision of personally identifiable student information to individuals or entities outside of the public school domain, otherwise known as third parties. The Technology Department has reviewed all educational software and requested that vendors sign the required Student Data Privacy Pledge. A process and set of procedures was developed to address compliance with this statute and to process software requests without deployment delays. Implementation of Public Act 16-189 was delayed until the 2018-2019 school year.

Superintendent's Annual Report 2018-2019 – Technology Department

Office 365 Mail

All district staff and grades six through twelve students were provided with Office 365 email addresses. The Technology Department continuously monitored and upgraded the system to ensure that all teachers, administrators, staff, and students had access to email and files from any Internet compatible machine. This means that email and files can be accessed regardless of what Windows-based computer is used. A user simply logs in with the appropriate credentials.

Implementation of Canvas

The Technology Department assisted in the implementation of Canvas, a new district Learning Management system. This included, but was not limited to, a nightly PowerSchool sync of enrollment, course, and teacher assignment data as well as grade pass back sync from Canvas to PowerSchool. Students and staff accessed the site through a single sign-on page.

Implementation of Lyman Systems LLC

The Technology Department purchased and set up the dedicated servers for Lyman Systems, the new district data warehouse. The team worked with the previous system, SchoolNet, to export all data and then imported the information into the new system. The new data warehouse will more comprehensive student data analysis and reports. Technology created an external Uniform Resource Locator (URL) access that will allow staff to access the data from remote locations.

SHS Security Cameras

The Technology Department purchased and set up the dedicated switches to accommodate the existing and additional security cameras added to Southington High School. The team worked countless hours with the Maintenance Department on camera locations and data runs. Technology staff set up the software dashboard that will allow staff to access the views from all camera locations from their current staff devices. The Technology Department purchased and set up the Southington High School Lead Security Guard laptop to allow viewing and recording of all videos.

SHS Voice Over Internet Protocol (VoIP) Upgrade

The Technology Department worked with the Vendor, the Operations Department and Maintenance Department to determine the current infrastructure requirements to deploy the new VoIP system at Southington High School. The team ran audits on all the current data ports, purchased new switches and addressed all initial and existing phone problems.

Elementary Desktop Replacement

The Technology Department replaced outdated iMac desktops with new innovative Tech Tubs and Chromebooks in all elementary schools' grades two through five. The Tubs and Chromebooks are used to enhance instruction in the classrooms and for state assessments. The Tubs provided a better mobile solution for charging, storing and sharing devices among different classrooms.

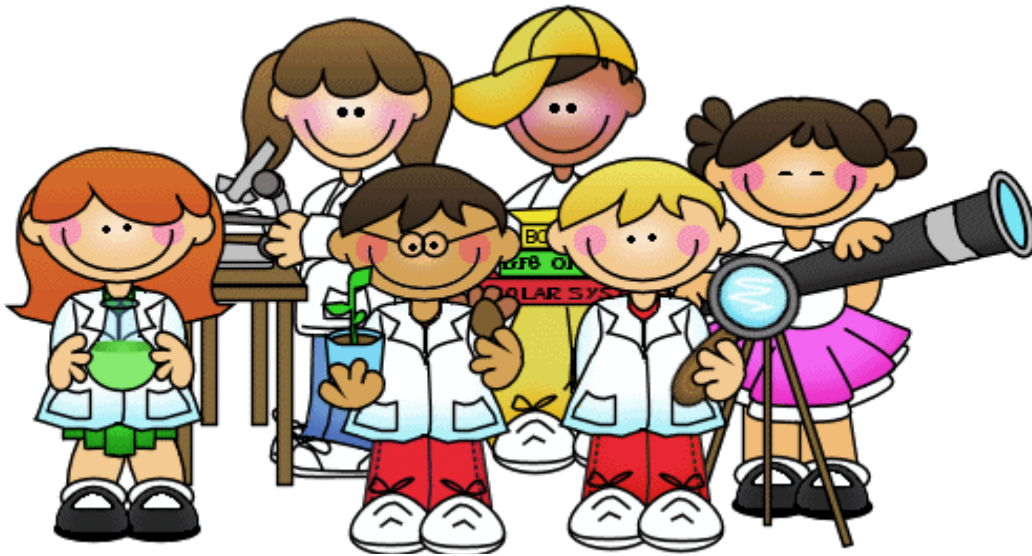
Tech Camp Training

The Technology Department worked in collaboration with the Curriculum and Instruction team to offer training sessions for Canvas, Google, One Drive, and Power Teacher Pro.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2018 ~ 2019



School-Based Activities

Superintendent's Annual Report 2018-2019

SOUTHINGTON HIGH SCHOOL

Brian Stranieri, Principal

Enhancements

Southington High School continued its efforts on teaching and learning with the understanding that a high-quality educational program lead to improvements in all areas. The College Board recognized SHS for significantly increasing the number of students participating in Advanced Placement (AP) courses while simultaneously producing, maintaining, or increasing the percentage of students meeting with mastery on the AP exams. The eighth Annual AP Expo was held in the SHS cafeteria where student teams explored individual learning opportunities within their course work and presented to an audience. Beyond these significant achievements, Southington High School has experienced a rise in the overall four-year graduation rate. The SHS College Fair provided students and parents, the opportunity to connect with over ninety-five colleges and universities. Financial Aid Night, College Basics 101, and Navigating the College Process Night provided students and parents opportunities to hear from professionals about the college planning process.

Southington High School spent a significant amount of time preparing for the in-school Preliminary Scholastic Achievement Test (PSAT) and Scholastic Achievement Test (SAT) exams this past year. Teachers engaged with administrators, department leaders and colleagues to promote increased student learning through the teacher evaluation system. The ninth-grade team model continued to excel and provided the level of communication necessary among the teachers, students and families to ensure that the transition to high school was successful. In addition, SHS continued to ensure that student voices were heard and respected. The Student Council (ABC Team - Think Tank) grew as an organization as students participated in leadership training and engaged with student issues. The Multi-cultural Student Union, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) Club and Gender Sexuality and Equality Alliance flourished this year resulting in heightened diversity awareness at SHS. Another gender-neutral lavatory was added to the building to allow greater student access. The athletics department continued to listen to the voices of student-athletes through the Knights of the Roundtable. The Scientific Researched-Based Intervention (SRBI) program was very successful this year as all grades showed an improvement in retention and graduation numbers.

Celebrations

Southington High School had much to celebrate during this school year. The school community continued to celebrate the great success of students involved in extra and co-curricular activities. The SHS Marching Band finished their season with a second-place finish at the National Competition. The SHS Robotics Program "Team 195" finished third in the world this past year at the FIRST Robotics competition held in Detroit, Michigan. The Distributive Education Club of America (DECA), the Future Business Leaders of America club (FBLA) and the Future Farmers of America club (FFA) each continued to be top vocational student run organizations in the state. The Interact and Key Clubs performed numerous hours of community service throughout Southington. Two retired Technology Education teachers, Mr. Gervais Barger and Mr. William Heath, received the "Order of the Blue Knight" award for meritorious service to Southington High School.

Superintendent's Annual Report 2018-2019 – Southington High School

Southington High School offered two highly successful trips abroad. The first trip went to Chile and the second trip encompassed Berlin, Prague, Krakow and Budapest. These trips allowed students to engage with the people, culture and communities in these countries. Additionally, with the efforts of the SHS literacy specialists, SHS offered many successful student book clubs that spread the love for reading. Unified Theater, Unified Sports and Best Buddies continued to shine. The Drama Club received multiple HALO Awards (Helping and Leading Others). Project Lead the Way (PLTW) continued to produce outstanding future engineers and held another successful Senior Capstone evening. The Green Knights had a successful second year recycling plastic bottles from around the school. The club raised approximately \$1,500.

Athletic teams at SHS had another outstanding year. Seven different teams won league titles and represented SHS well in state tournaments. The Southington Girls' Softball Team won the 18th State Championship in school history. More than fifty student-athletes will continue their playing careers in college with ten of them receiving athletic scholarships.

Ongoing Work

SHS will be undergoing a ten-year accreditation process in 2021. The New England Association of Schools and Colleges (*NEASC*) decennial visit is scheduled for November 2021. This year was instrumental in laying the foundation for the accreditation. Self-reflection surveys were completed by students, staff and parents during the fall of 2018. In the spring of 2019, committees for each of the five standards were formed and submitted reports to NEASC regarding the self-study.

The hard work of the SHS staff and the strong educational foundation that has developed over time is leading to significant growth in many areas. As the school community looks forward to a new year, further developments in 21st Century learning, such as Mastery Based Learning (*MBL*), are anticipated. All staff will engage in the sixth year of the teacher support and evaluation program.

SHS reviewed the High School Reform Act and developed a plan to address the need for students to meet the new high school graduation criteria mandated by the State of Connecticut. The School Improvement Team (*SIT*) worked diligently on these new graduation requirements during the summer of 2018 and during SIT meetings that were held in the fall of 2018. The final plan was submitted to the Board of Education for review, accepted, and incorporated into the Program of Studies for the 2019-2020 school year.

Staff will continue to embrace the curricular changes required to implement the Common Core State Standards with a focus specific to the individual disciplines. The administration and staff will continue to audit courses in all disciplines and determine what courses can be eliminated and what new courses should be added to any curriculum. One example of a successful outcome to this process is the SHS Yearbook, a new course in the high school Business Department.

The faculty and staff will commit to individualizing the learning of every student at Southington High School and ensure opportunities for all students to develop 21st Century Skills and embody Southington's Vision of the Graduate.

Superintendent's Annual Report 2018-2019

ALTA **ALTERATIVE EDUCATION PROGRAM**

Jess W. Levin, Director

Congratulations to the teaching staff at Alta for another fantastic year! Alta was fortunate to have Mrs. Elizabeth Cinque join the faculty as a science teacher who fit into the Alta culture immediately. Mrs. Cinque introduced and taught Forensic Science as part of the curriculum for the first time. The course was successful and well received by students and parents.

Alta programs continued to grow and evolve along with the changing needs of the student population. Personalized learning continued to be a focus; enriching academic learning with practical hands-on experiences in the community and the workplace. For the second year, Alta offered an eight-week intensive culinary program in collaboration with Bread for Life and The Outback restaurant in Southington. Students learned kitchen skills, food preparation and safety skills, customer service, and budgeting. Students completed performance-based assessments and obtained the Food Safety Certificate necessary to work in a commercial restaurant setting. Twelve students completed the program and gained valuable experience. This program was made possible through a grant awarded to Alta by the Southington Education Foundation.

Alta has offered and developed personalized student independent study programs for credit recovery in each of the past three years. These personalized pathways continued to be an area of growth and progress. The independent study programs were a successful initiative and continued expansion and development of the programs is planned for the 2019-2020 school year.

Eleven students reached the level of first and second honors during the 2018-2019 school year. All ten seniors who were eligible for graduation received their 2019 Southington High School Diploma's. Alta expanded the book club program, offering a book club during all four marking periods for credit recovery or for extra elective credit.

Plans to include a World Language offering were completed. Spanish will be offered at Alta during the 2019-2020 school year as part of the statewide mandate for students to earn twenty-five credits as a graduation requirement. The twenty-five credit requirement begins with the incoming freshmen who are the class of 2023.

Alta culminated the school year with a fundraiser benefitting Bread for Life. Every Alta student built a model rocket and donations were accepted from the community to sponsor the rockets. The rockets were successfully launched with all profits channeled to Bread for Life.

In the 2019-2020 school year and beyond, Alta will continue to focus on the transition program for potential graduates and continue to develop strategies to help Alta students become true 21st century learners. The staff and students will continue to foster connections between the community at-large and the district's student population. Alta will continue to educate and service students with a wide variety of academic, social, emotional, and behavioral needs.

Superintendent's Annual Report 2018-2019

JOSEPH A. DEPAOLO MIDDLE SCHOOL

Frank M. Pepe, Principal

Broad-Based Enhancements

As part of J. A. DePaolo Middle School's continued commitment to Emotional Intelligence (EI), a space in the school was converted to a "Mindful Room". This has proven helpful to many students and staff that need a tranquil environment to refocus and increase productivity. Many teachers utilized this space to assist students in regulating their emotions in a positive manner.

Kindness was a focus for DePaolo students this year. A student assembly presented by guest speaker Brian Williams entitled "Thank Kindness" was held. Students learned about carrying out acts of kindness without the desire of seeking recognition. After the presentation, DePaolo students took part in a "15-days of kindness" challenge including organizing a shoe drive for children in need in Kenya. DePaolo was able to collect and donate almost 20 full bags of shoes.

Celebrations

DePaolo continued to establish bonds between students and the community. This year, DePaolo expanded the Animal Helpers Club in the Leadership Program to include a partnership with Lewis Educational Agriculture Farm (LEAF). Students travelled to the farm on Bellevue Avenue to learn about caring for all the animals on site.

This year, DePaolo recognized 97 eighth grade students at the annual awards night. The guest speaker was Curtis Robinson, a Plantsville resident who is owner and President of C&R Development Company, the largest minority construction management company in the east. He delivered a presentation stressing positivity, hard work, and hope.

DePaolo proudly acknowledged teacher, Ms. Toni Rock, who was recognized as an outstanding Science Educator by the Connecticut Science Teachers Association. Ms. Rock was honored at an awards celebration that recognized various recipients from across Connecticut held at the New Haven Country Club.

Ongoing Work

DePaolo was selected to participate in the National Assessment of Educational Progress (NAEP) assessment this year. The NAEP is the only assessment that measures what United States students know and can do in various subjects across the nation, states, and in some urban districts. Also known as "The Nation's Report Card", NAEP has provided important information about how students are performing academically. By participating in NAEP, DePaolo assisted in helping to inform decisions about how to improve the education system in our country.

Teachers focused attention on 21st century skills. These included Communication, Critical Thinking, Collaboration, and Creativity, which help form a foundation for successful learning. The focus is to prepare students for the future whether they pursue education beyond high school or enter the workforce directly after graduation.

Superintendent's Annual Report 2018-2019 – J. A. DePaolo Middle School

Emotional Intelligence implementation continued this year as DePaolo introduced the RULER concept to our students. RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotion. It is an evidence-based approach for integrating social and emotional learning into schools that was developed by the Yale Center for Emotional Intelligence. Summer curriculum work led to the implementation of six lessons that were delivered during advisory periods for all students. Students have many outside factors that can impact their learning and the best learning occurs when students are able to regulate their emotions. DePaolo began by teaching students to identify, control, and respond to their respective emotions.

Superintendent's Annual Report 2018-2019

JOHN F. KENNEDY MIDDLE SCHOOL

Richard Terino, Principal

Enhancements

Certified staff subdivided into 18 Instructional Learning Teams (ILTs) and began the concerted work of aligning instruction to four C's within the Vision of the Graduate (collaboration, communication, critical thinking, and creativity). The objectives to increase daily cooperative learning and to increase the rigor of assessments through critical thinking and creativity in all curriculum areas has begun and will be dynamic and sustained.

The school instituted two half-year world language courses, Spanish and French, which complemented each other. These Exploratory World Language courses were designed for students whose involvement in literacy and/or math intervention and subsequent exit, hitherto, precluded the taking of world language. In an effort to enhance cultural awareness among the student body, Paul Vivian and Audley Donaldson returned to J. F. Kennedy Middle School (JFK) for the second consecutive year to conduct another three-day workshop on diversity at the beginning, middle and end of the school year. Their presentation, a mix of video and audience question/answer, was just one in a series of steps taken to address student stereotyping and mean behaviors.

Initiated last year, teachers continued receiving professional development in Emotional Intelligence (EI) with the end focus on teaching students to grow self-awareness. EI lessons became an integral topic presented during student advisory periods throughout the year.

Collaboration between the Library/Media specialist and Social Studies department continued its expansion as it added other teacher participants. The co-teaching instruction focused on student generation of higher order, research-related questions and strategies to avert inadvertent plagiarism.

Local community support for enrichment activities remains strong. The school's Annual Career Day offered grade seven students a rotation among three sessions of individual career choice of interest. Among 21 presenters were Peter Farr (Detective/CSI), Terri Parks (Zing Fitness), Dr. Megan McNicholas-Leggett (McNicholas Family Chiropractic), John Duffy (district science coordinator), Bonnie Plourde (Barnes Museum curator), and Southington Board of Education member, Colleen Clark (Zion Nursery School director).

The PTO sponsored an assembly for each grade: Freestyle Repertory Theater. These performers entertained with an interactive blend of comedy improvisation and curriculum-based subject matter. The Southington Drug Task Force also sponsored assemblies for grades seven and eight entitled "Point of View." This production sought to provide students a new perspective on the differences that separate them from their peers, their parents, and others around them while developing an appreciation of the diversity of race, language, and culture that make up a community.

Superintendent's Annual Report 2018-2019 – J. F. Kennedy Middle School

Celebrations

Southington's renowned artist, Dale Zarrella, delivered the message "Follow your dreams" to grade seven and grade eight assemblies on October 23. This former DePaolo Junior High student, who resides on Maui, presented samples of his artwork in video/PowerPoint and relayed Hawaiian folklore. He also conveyed personal stories of his life's journey, a journey where he has connected to so many notable people from NASCAR's Geoff Bodine to Pope Francis to National Geographic's Dewitt Jones.

In honor of Veterans Day, the school held its annual veteran's celebration which included service recognition and reception of any family member among the student body as well as assemblies by local veterans who shared their military experiences with students, inspiring the next generation to become guardians of freedom. Ms. Kathy Conway, retired Southington High School teacher and member of the Southington Historical Society, joined grade eight students through the coordinated efforts of Social Studies teacher, Mrs. Blaszczyk. Students were introduced to the poem "In Flanders Fields" from where the idea of poppies was stimulated. Ms. Conway showed students how to craft poppies. She distributed the names of all local WWI veterans and a poppy was made with a paper name strip entwined for each. The poppies were assembled into wreaths and ceremoniously given to the American Legion in celebration of Veterans Day. The school celebrated its annual A Taste of Culture at Kennedy. This year Myanmar, Canada, Italy, Poland, and Jordan were highlighted.

Students from Team 6A spread holiday cheer with the residents of LiveWell. They made friendship bracelets, colored Thanksgiving scenes, played games, made crafts, sang songs and danced. Students learned to dispel the stereotype of someone with dementia as out of touch with "fun." Young and old alike boogied down to Christmas carols and the Chicken Dance. Song, sounds, smiles, and dancing again abounded as the Kennedy Middle School National Junior Honor Society in conjunction with the Calendar House hosted a Valentine's Day dinner dance for seniors. Swing choir and band students entertained young and old alike along with a DJ spinning those "oldies but goodies."

Other notable humanitarian distinctions are as follows: Grade seven Mathematics students raised \$625 in donations for the St. Jude Children's Research Hospital by obtaining pledges to support participation in the hospital's math challenge. The First Baptist Church's Martin Luther King, Jr. Award was bestowed upon Mariah Davino; this student annually requests her birthday donations be made in dollars, which she then donates to the March of Dimes walk for babies. Caitlyn Hourigan was one of three state-wide winners in Senator Murphy's Martin Luther King, Jr. Essay Award. For the second consecutive year, Maggie Wernicki ran an EagleTHON at school that raised over \$500 to contribute to the annual Huskython drive for the Connecticut Children's Medical Center (CCMC).

Kennedy Middle School students continue to distinguish themselves academically among their peers locally and state-wide. Notable achievements are as follows: Dylan Remsen brought the district-wide spelling cup back to Kennedy Middle School after a five-year absence. In First Lego League regional competition, the JFK Robotics Team (Captain Mateo Torres and members Ethan Flood, Griffin O'Neill, Alisha Paul, Casey Pietruszewicz, Alyssa Polverari, Ellen Serensen, and Brennan Sullivan) brought home the Best Inspiration Trophy along with a golden ticket to the state

Superintendent's Annual Report 2018-2019 – J. F. Kennedy Middle School

championships. The JFK Mathcounts Team competed in the Hartford Chapter Mathcounts Competition at University of Hartford. Under the direction of Gail Duffy, Mathcounts coach, Brian Kalwat, Alisha Paul, Jonathan Pillsbury, and Brody Watson placed tenth overall in the team competition. Alisha Paul moved on to the Countdown Round and took third place. Brody Watson individually placed in the top twenty-five percent overall. At UConn's Connecticut Middle School Science Bowl, the JFK Team of Emily Adams, Aiden Nielsen, Alisha Paul, Sachet Sahoo, and Mateo Torres recorded a 6-win, 3-loss, 1-tie record to qualify for the quarter finals. At the Connecticut Invention Convention, Chris Jozczyk, grade six, received the Pratt and Whitney/UTC Award "Moving the World Forward" for his invention: The Bio-Stamp. The eCybercats (Leighann Melanson, Lauren Mellitt, Emma Pintek, and Josh Pintek) captured first place in eCybermission competition for their work on oil spill clean-up. For the second consecutive year, Brian Kalwat of the JFK Stock Market Club placed tops in the InvestWrite competition held throughout Connecticut across grades six through eight. This seventh grader demonstrated knowledge of investing that surpassed thousands of other competitors. Ms. Elizabeth Reidel, representative of the Securities Industry and Financial Markets Association, announced and presented his award in a grade level assembly dedicated to this student.

Ongoing Work

Educating the whole child is the mission of any school. This involves teaching emotional awareness and intra-personal skills. Teaching of Emotional Intelligence, begun this year, shall be sustained in subsequent years.

The work of the Instructional Learning Teams (ILTs) in aligning instruction to four C's within the Vision of the Graduate (collaboration, communication, critical thinking, and creativity) shall continue into its second year.

Allotting intervention time during the eight-period day does still pose the paramount challenge. A Smarter Balanced Assessment achievement gap between high needs students and the general population in literacy and math continues. The first gap beckons increased coordination in literacy instruction across the curriculum among Language Arts, Social Studies, and Science. The gap in Mathematics predicates the allotment of professional development time to refine co-teaching and cooperative learning in the Mathematics department.

Superintendent's Annual Report 2018-2019

WALTER A. DERYNOSKI ELEMENTARY SCHOOL

Jan Verderame, Principal

School Accomplishments

The 2018-2019 school year at Walter A. Derynoski Elementary School (Derynoski) focused on building a community of 21st century learners. The Derynoski community continued to collaborate with all stakeholders to support a successful and positive learning environment. Although all content areas were enhanced, a continued focus was placed on math and science. The Math Workshop model was consistently implemented across all grade levels. This model provided time for explicit group instruction, as well as, differentiated lessons that aligned with Core Standards. Instructional practice in science continued to correlate with the Next Generation Science Standards (NGSS) where new units and practices were implemented. Teachers embraced the new practice of inquiry-based learning that aligned to the integration of 21st century learning.

The Scientific Research Intervention Program (SRBI) continued to be a target area this year for both academics and behavior. Instructional tiers were well defined using this systematic approach to intervention. This year, the school psychologist presented an SRBI workshop to certified staff to review expectations at all tiered levels. Strategies to support positive behavior in the classroom were shared with all staff and a resource folder was developed for teachers to support this work.

Derynoski staff participated in professional learning centered on Emotional Intelligence (EI) using the RULER model (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) from the Yale Center for Emotional Intelligence. The initial training helped staff acquire skills to recognize, understand, label, express and regulate emotions. All members of the Derynoski staff collaborated to develop a School Charter, a component of this work. The next phase of this initiative will be to roll the concepts, language, etc. out to all students. The expectation is that the work on Emotional Intelligence will complement the activities supported through Southington's Town-wide Effort to Promote Success (STEPS). These efforts will enhance the whole school positive support plan by increasing students' emotional intelligence and ultimately support a positive school climate.

Safety continued to be addressed this year at Derynoski School. Through a strong partnership with the Southington Police Department, training was completed to ensure that all staff and students understood the revised elements of the emergency plan. The School Safety Committee met three times with first responders to review the current plan and address next steps for September. First responders were present at both fire and lockdown drills to provide feedback. Also, the police and fire departments provided unannounced safety drills throughout the year.

The PTO continued to be an integral part of the Derynoski School community. Revenue from fundraising this year supported field trips, cultural arts activities, technology, and books for classroom libraries. In partnership with all families, Derynoski continued to focus on finding ways to have parents assume an active role in their child's school experience. Derynoski families experienced multiple opportunities to bond with other members of the Derynoski community. Monthly family nights, writer's celebrations, mystery readers, volunteer recognition and observation days encouraged parental involvement in the school.

Superintendent's Annual Report 2018-2019 – Derynoski Elementary School

Celebrations

Derynoski students and staff showed how they valued their community by making them an integral part of the school culture. Various events, such as the Veteran's Program and Guest Reader Day welcomed community members. The veterans were honored with a special program which included a "white table" ceremony. A yellow ribbon was placed on the Derynoski Veteran's Wall for Derynoski family members who served in the armed services. Guest Reader Day brought the community together with the theme "Mosaic of Experiences." Community members including elected officials, celebrities and veterans shared their love of reading with students. Also, guest readers shared their backgrounds and professions with their classroom audience. This was a highlight of the school year.

Kindergarten

The team implemented a social skills program that provided students with explicit instruction in targeted pragmatic skills. This was the kindergarten team's instructional learning goal. Through collaboration and self-reflection, students worked through specific social scenarios to problem solve appropriate outcomes. Math was a curriculum focus this year. The math coordinator provided the team with several workshops on the integration of strategies to ensure best practice. These professional learning opportunities provided information on the Math Workshop model and the planning and execution of a mini-lesson. The team continued to deliver interventions in literacy and math to meet individual student needs. The implementation of literacy centers proved to be successful with improved student engagement, motivation, and confidence in reading and writing skills. The kindergarten team provided workshops for incoming kindergarten students and their parents to ensure a smooth transition next year.

Grade 1

The Reader's and Writer's Workshop models were implemented to promote skills development and a love of reading. Writing instruction included narrative, poetry, and informational writing, as well as, opinion genres. The first-grade team was part of a controlled study for a new phonics program this year. This program was taught daily to bridge reading and writing. The phonics program is a researched based sequential word work program that was taught with fidelity by the first-grade team. The lessons taught students strategies on how, when, and why they could use the skills being taught. Every day the students were involved in activities that allowed them to take risks, explore, pretend, play, question, invent, sing, and laugh around the topic of how the English language works. The students worked in partnerships, small groups, and independently to complete target learning goals.

Grade 2

The Reader's and Writer's Workshop models were implemented with fidelity. Writing instruction included a new genre, lab reports, which was embraced by second graders. Patterns of Power, a grammar resource, was introduced and implemented to target appropriate sentence structure. This enhanced the writing program. The Math Workshop model was implemented this year with significant time spent in modifying and differentiating ready and supplemental materials to meet all students' individual needs. The team collaborated weekly, developing differentiated lessons and materials for math stations. Each station was comprised of three levels. The STEPS program supported a positive school climate and was generalized in all settings.

Superintendent's Annual Report 2018-2019 – Derynoski Elementary School

Grade 3

This year, the focus included new initiatives in math and science. The Math Workshop model was refined and teachers developed lessons and differentiated stations to support the targeted math concepts. Training was provided by the math coordinator with a focus on math mini-lessons. The Grade 3 team received training to support new Next Generation Science Standards (NGSS) units. Students had the opportunity to create, communicate, collaborate and think critically throughout the science units. Science, Technology, Engineering and Math (STEM) investigations were planned to support the curricular concepts in science. More science units will be integrated in the 2019-2020 school year. Through the Reader's and Writer's Workshop model, integrated literacy celebrations were created with the focus on student work. A new program, "Patterns of Power" was implemented that focused on explicit instruction in grammar concepts.

Grade 4

The Grade 4 team engaged in professional learning opportunities with Columbia Teacher's College consultants throughout the year. Two new language arts units were introduced and Derynoski School continuing to be a district lab site for this effort. The team continued to utilize the narrative and informational learning progressions and self-assessment rubrics for students to set individualized reading and writing goals. Throughout Reader's Workshop, literacy specialists and tutors provided small group and individual support, which enhanced student learning. Technology continued to be a focus and students drafted, edited, and published their work using Google for Education Tools such as Google Drive. Explicit instruction in grammar and spelling was implemented to help students learn how to edit and revise their own work. In mathematics, fourth grade teachers continued to implement the Math Workshop with a mini-lesson and differentiated stations such as, teacher support, technology, fact development, math communication, number sense, and problem solving. Stations were differentiated to meet individual student's needs. The team's Individualized Learning Team (ILT) focused on problem solving skills to help students navigate multi-step problems. All subject areas were enhanced with technology such as, Greg Tang Math, Learn Zillion, Splash Math, Read Works, Freckle, Newsela and BrainPOP. The team continued to support student behavior using the STEPS / Second Step programs, as well as, the School Improvement Team's whole school plan for monthly celebrations.

Grade 5

Fifth grade continued to implement departmentalization of Mathematics, Science and Social Studies. This structure gave teachers the opportunity to become experts in their content area. The reading curriculum targeted more non-fiction reading and researched-based writing. Instructional learning goals aligned with school goals and focused on the Math Workshop model and NGSS. Resources supplied by the Math department were used to challenge higher level learners. In Science, students were instructed using NGSS models and new curriculum in space and the decomposition of matter. All students participated in the Invention Convention with several presenting at the district and state level. The fifth grade team continued to provide comprehensive interventions which consisted of explicit differentiated instruction in the areas of reading and math. The STEPS Developmental Assets were an integral part of the fifth-grade programs such as Drug Abuse Resistance Education (DARE), Veterans Recognition, and town meetings. Students continued the tradition of spearheading fundraisers to support various charities and organizations throughout the community.

Superintendent's Annual Report 2018-2019 – Derynoski Elementary School

Ongoing Work & School Improvement

Derynoski's work next year will include continuing the integration of strategies to align with 21st Century Skills. Integrating the Four C's (*Critical Thinking, Collaboration, Communication, and Creativity*) into practice will be a target all year with certified staff. Staff will continue to work with the rubrics aligned with these areas to understand the continuum of performance in each category. Teachers will identify areas in their practice that aligned with the Four C's. The School Improvement Team will focus on best practices in instruction to increase student achievement. The team will analyze fall data and collaborate with grade level teams to determine instructional learning targets.

Superintendent's Annual Report 2018-2019

FLANDERS ELEMENTARY SCHOOL

Katie T. Guerrette, Principal

School Accomplishments

Flanders Elementary School is part of a diverse neighborhood with a strong connection to its families and the greater Southington community. Flanders continued to connect with the greater community by supporting a variety of organizations. Flanders supported Bread for Life with food drives throughout the year and tending to the community garden throughout the summer. Flanders was proud to have placed fourth in fundraising for the Southington Relay for Life this year raising over \$5,600. Also, Flanders contributed to the Sloper Plunge to raise money for scholarships for students to go to YMCA Camp Sloper. In addition, Flanders held the 14th annual Veterans' Day Ceremony with a luncheon provided by Mission BBQ for the veterans. Flanders collected many items to donate to the Rocky Hill Veteran's Home. The Flanders staff established a school-wide focus on utilizing components of Responsive Classroom, implementing the morning meeting to build classroom community, responsive language to remind, redirect, and reinforce student actions, and the use of logical consequences. Flanders strived for social and academic excellence and provided students with a wide range of opportunities to showcase their learning and skills.

Celebrations

Flanders School held the second annual *One School, One Book* with the whole community reading Frindle by Andrew Clements. This shared literacy experience was a wonderful way to build the home-school connection promote family literacy. Throughout the event, families were assigned chapters to read and trivia questions were posed at school. Students who answered the trivia questions correctly were entered into weekly raffles for books, notebooks, and frindles (pens). At the end of the event, a school wide Frindle celebration ensued filled with literacy activities for all.

Flanders hosted several exciting events with Southington public figures and community members. In the winter, Salvatore Romano, Major League Baseball Player for the Cincinnati Reds, who graduated from Southington High School, spoke to Flanders' fourth and fifth graders about perseverance and hard work. In addition, Miss Southington, Taylor Lemme, visited Flanders' Kindergarteners, first graders, and second graders during Food Allergy Awareness Week to teach about signs of anaphylaxis and what to do if you see a friend having an allergic reaction. In May, students participated in an Egg Drop which is a Science, Technology, Engineering, Mathematics (STEM) Challenge. Students in second grade through fifth grade used creativity, collaboration, critical thinking, and communication to design a contraption to keep eggs safe when being dropped from a fire truck. The Southington Fire Department brought their truck to Flanders and the eggs were dropped from a height of thirty feet. Eggs that survived the first drop moved onto the second round, being dropped from one hundred feet. Eleven Flanders Teams created contraptions that survived the one hundred-foot drop.

Flanders Southington Town-wide Effort to Promote Success (STEPS) representatives attended a Leadership Conference and implemented their learning as they planned and ran the Flanders' Town Meetings, helping students and staff to learn about the STEPS Assets. One particularly exciting town meeting was focused on the asset of Positive View of Personal Future through the lens of Career Day. Many students enjoyed dressing up to show what they want to be when they grow up, and parents were invited in to share information about their careers.

Superintendent's Annual Report 2018-2019 – Flanders Elementary School

The Flanders PTO continued to support the school and make Flanders a wonderful place for students and staff. This year, the PTO “flipped” (remodeled) a fourth-grade classroom. The classroom received a beautiful facelift with new decorations, curtains, and supplies. The PTO generously sponsored multiple cultural arts programs this year including, Destiny Africa a Children’s Choir from Uganda, an author from Alaska, Shelley Gill, and Li-Liu a classic Chinese Acrobat. The Flanders PTO Drama Club staged another wonderful production. This year, the show was *Aladdin Jr.* where a very talented group of student actors and actresses performed in an entertaining show with fantastic singing, dancing, and acting. Flanders was grateful to have such a dedicated group of parents and high school volunteers who made this production possible.

Kindergarten

It was a fabulous year in Kindergarten. Students became super readers, writers and mathematicians. They learned to navigate relationships and solve conflicts with their peers throughout the day and especially during social centers, lunch, and recess. Kindergarteners took a field trip to the Beardsley Zoo and learned about the behaviors of many living things. At the end of the year, the Kindergarteners shared their beautiful voices and amazing writing with their families at the Flanders Kindergarten Showcase.

Grade 1

First grade students enjoyed the company of family during the monthly Fridays For Families, where reading and writing were shared and celebrated. First graders took a field trip to Hungerford Nature Park, which tied into the Science curriculum unit on “Animals and Life Cycles”. They had first-hand experience in the classroom with life cycles of chicks, mealworms, and tadpoles. First graders became word detectives with interactive and playful word study with the new Phonics Units of Study.

Grade 2

Second grade had an exciting year. Writing brought many new opportunities for second graders. The nonfiction unit taught them to research a topic. They created a poster and presented their new learning to their families. During the fairytale unit, students read scripts, created props and scenery, and performed their plays for guests. The second grade visited the Connecticut Science Center, collected items for the Meriden Humane Society, and planted vegetables in the Flanders garden.

Grade 3

Third Graders enjoyed becoming research scientists and creating collaborative group projects using technology during the nonfiction unit. In math, students strived to become fluent with multiplication facts as well as practicing previously taught strategies through interactive Web 2.0 tools such as Kahoot and Math Jeopardy.

Grade 4

Fourth grade students were exposed to Math Workshop this year, which is a differentiated approach to enhance students' understanding of math. Students took part in a mini-lesson, focused on one specific skill or strategy before breaking off into groups. Student groups rotated between working in small groups with the teacher, using technology, and applying math skills with hands on games and strategy problems.

Superintendent's Annual Report 2018-2019 – Flanders Elementary School

Grade 5

Fifth grade students participated in Explorer Boat Races, Colonial Living Museum, a Sturbridge Village field trip, Invention Convention, Drug Awareness Resistance Education (DARE), daily math centers, Readers' and Writer's Workshops, and leadership clubs which include: Southington Town-wide Effort to Promote Success (STEPS), Youth Empowering Service, Peer Role Models, Physical Education Training, Peer Tutoring, News Crew, and I've Been Framed Art Committee. Fifth graders enjoyed many leadership opportunities.

Special Areas

Students really flourished in advancing their technology skills in Library Media sessions. Grades 3-5 learned the value of powerful passwords. First and second graders saw first-hand the magic of the World Wide Web. They discovered how it allowed them to connect with different people and visit faraway places without leaving the comfort of their own school. Kindergarteners were introduced to an app called SeeSaw, which is a Learning Management System for younger students. Students became quite tech savvy over the last 181 days. In Physical Education, students learned about team work and collaboration through a variety of activities throughout the year from cup stacking to learning the basic principles of basketball with each activity offering an opportunity to demonstrate positive sportsmanship. In art, students had opportunities to use a variety of mediums and styles. Students learned about print making, weaving, wooden relief sculptures, drawing, painting, and much more. Students were proud to have their artwork displayed in the hallways at Flanders and at the John Weichsel Municipal Center. In music, students enjoyed vocal exploration through high and low tones, fast and slow, rhythmic sounds, and in the upper grades they used solfege syllables. Students in grades four and five performed beautifully in vocal music concerts, and students in grade three were right on key when they performed in a recorder concert. Instrumental music kept busy with a large number of students participating in either band or orchestra. The fourth graders learned the musical scale for their instrument and worked on eighth note rhythms. The fifth graders refined their rhythm reading and learned about dynamics and the challenges associated with playing at softer volumes. Instrumental music put on two impressive concerts with students demonstrating all they learned.

Ongoing Work and School Improvement

Flanders will continue to use data-driven decision making when planning for the instructional needs of all learners. In addition, the use of the Instructional Learning Team Model will allow staff the opportunity to analyze instructional needs and grow as learners themselves. School teams will continue to refine the Scientific Research-Based Intervention (SRBI) process and student interventions, ensuring all students needs are met. Flanders will continue to utilize the Responsive Classroom approach to foster a positive school climate for all. Flanders teachers have been trained in Emotional Intelligence and will bring this skill set to students and families in the 2019-2020 school year. Flanders continues to focus on fostering a safe and respectful community for learning, valuing kindness and hard work.

Superintendent's Annual Report 2018-2029

WILLIAM H. HATTON SCHOOL

Robert Garry, Principal

Accomplishments

William H. Hatton Elementary School continued a strong commitment to excellence in teaching and learning again this year. The PTO remained dedicated to supporting the school community through enrichment activities, cultural arts programs, and a variety of family night events, including: two very successful book fairs, supported arts enrichment programs, a pasta supper, bingo night, family movie nights, an ice cream social, a family picnic, and collaboration with Hatton's physical education teacher to run an amazing "outer space" themed field day for all classes.

The Hatton Drama Club, with the assistance of several talented high school student directors and dedicated parents, performed *The Little Mermaid Junior*. This is the third year for the drama club and it highlighted the amazing skills of Hatton's fourth and fifth grade students. Hatton School's continued success was due to an amazing group of teachers and parents who willingly gave time to assist in classrooms and school events, and to raise funds that supported enhancements to the school that benefited all children.

Hatton School received a generous grant from the Southington Education Foundation to create a Science, Technology, Engineering, Math (STEM) Lab. This space will provide all students from pre-K through grade 5 with high-tech learning opportunities and will support development of 21st Century Learning Skills (critical thinking, communication, collaboration, and creativity). The STEM Lab will be developed by teachers and Hatton families and come online in the fall of 2019.

Celebrations

Hatton School continued to focus on maintaining strong home-school connections and recognizing the contributions of both students and staff. The school theme this year was "Hatton students and teachers are rock stars," complete with rock music for our opening day with staff and even some parents dressed as famous musicians. A wonderful tradition at Hatton is the *Friday Phone Call*. Each week the principal recognized a student from every class by calling their parents (*right from the classroom*) to celebrate their success. This served as a great motivator for the students and was a meaningful way to recognize and reinforce positive contributions to the school community. Over 700 calls were made this year, to the delight of Hatton families.

Preschool

The Wrinn Preschool Center at Hatton School has been actively incorporating the new Connecticut Early Learning Development Standards to guide the preschool curriculum. Staff members received formal training this year and will be revising preschool report cards to align with these standards next year. The preschool teachers successfully collaborated on an instructional leadership project to develop specific math reinforcement materials for use with students who were struggling to meet grade level benchmarks. The use of fifth-grade volunteers as play partners and mentors for the preschool students continued to be a positive experience for all.

Superintendent's Annual Report 2018-2019 – William H. Hatton School

Kindergarten

Kindergarten students had their first experience with public speaking with each child having a speaking part in the Flag Day Program. Students wrote an All About Flag Day book to go along with the “All About” writing unit. Students had the opportunity to celebrate their grandparents on “Special Person’s Day” by sharing a story and making unique placemats for their special person. Students visited Lincoln Theatre at the University of Hartford to watch a performance of Pete the Cat. This trip was a great opportunity to see how books can come alive and to learn more about the characters.

Grade 1

The first-grade classes were able to incubate eggs and hatch chickens as part of their science unit. The classes learned about animal life cycles by observing frogs and mealworms go through metamorphosis. Students performed the play “Once Upon a Lily Pad” for the school and held an evening performance for families. The annual first grade play was a great opportunity for students to strengthen listening and speaking skills. Each first-grade class held a Meet the Authors celebration to highlight all the writing that the students completed.

Grade 2

The second-grade team enhanced student learning in science by having the classes attend the New Britain Museum of Art. Students completed a project modeling the style of Georgia O’Keefe and her flowers that aligned with the plant unit. Students were taught how to write a lab report, as well as conduct experiments using the Scientific Method. This was a challenging task, but students enjoyed the challenge and produced great work. To support the instructional leading team work on enhancing sentence structure, the grade two teachers continued to embed the “Right Writes” curriculum into daily word work. To strengthen the home-school connection, parents were invited to read to their child's classroom to celebrate Read Across America.

Grade 3

The third-grade classes completed an engaging new science unit on the states of matter. Students learned about the different physical features of Connecticut, created their own Connecticut maps, and presented them to classmates. Students also focused on reading chapter books, including various mysteries, biographies, and fiction/nonfiction stories. Students went on a field trip to the State Capitol to complete the government unit in social studies. In math, students learned how to multiply and divide using different strategies. Students performed the annual Turkey Tango Dance for their families and gave speeches about how Thanksgiving is celebrated.

Grade 4

The fourth-grade teachers focused their efforts on strengthening teachers’ abilities to implement Math Workshop practices. Teachers attended numerous workshops (both district-wide and in-house) with the math specialist and collaborated with grades three and five to create engaging math center activities. In reading, grade four teachers worked with the staff developer from Teachers College on conferencing, small group work, and to unpack new units in both reading (Reading the Revolution) and writing (Bringing History to Life). Grade four students visited YMCA Camp Sloper for a Science Day, and the Connecticut Science Center to view the exhibits relating to the science curriculum. Students performed a choral concert in May.

Superintendent's Annual Report 2018-2019 – William H. Hatton School

Grade 5

The fifth-grade classes held an annual author's tea party in November. The focus was on personal narratives as well as informational text. Grade five students traveled to Sturbridge Village to support the Social Studies curriculum. At the end of the school year, the fifth-grade team welcomed Veterans to the school for a Memorial Day and Flag Day presentation. The Veterans present a flag every year to Hatton school at this annual event. Teachers engaged in a yearlong project with their colleagues to enhance teacher learning related to math workshop practices.

Ongoing Work and School Improvement

Hatton teachers will continue to work on enhancing student and teacher learning in the coming year. The leadership and data teams will review achievement data at all levels and make recommendations for instructional resources and professional development. The SRBI (Scientific Research-based Intervention) team will continue to monitor student progress and work with families to implement strategies that will increase student learning. Hatton School remains committed to establishing and maintaining strong relationships with families in order to insure a positive learning experience for all students.

Superintendent's Annual Report 2018-2019

URBIN T. KELLEY ELEMENTARY SCHOOL

Marilyn Kahl, Principal

Urbin T. Kelley Elementary School students and staff had an excellent 2018-2019 school year. Teachers' commitment to their own continued learning was evidenced by their participation in numerous professional development workshops in Reading, Mathematics, and Science as well as collaboration during grade level common planning time and Instructional Learning Team (ILT) meetings. As a direct result, student growth was evident in all subject areas across every grade level. Through the dedicated efforts of the PTO, school staff and families, and the Southington community, Kelley School was the recipient of a brand-new playground after taking second place in a national contest sponsored by Terracycle and Colgate. Special thanks go to the many parents who worked tirelessly with voting, collections, and installation of the new playground. Kelley School continued to promote learning and enrichment beyond the school day. Many students participated in after school programs including the Math Olympiad and CyberShamrocks Robotics Teams, Running Club, Art Club, Drama Club, Chamber Singers, Southington Town-wide Effort to Promote Success (STEPS), Safety Patrol and the Unified Sports Team. The Kelley School PTO worked hard all year to provide funding for cultural arts activities and transportation to all field trips for students. A Welcome Back Picnic, Holiday Fair, two Scholastic Book Fairs, Movie Nights, and Fifth Grade Recognition were all very successful due to the efforts of our PTO. For the fifteenth year, Kelley School, once again, took part in Math-A-Thon, an academic fundraiser to benefit St. Jude Children's Hospital, raising over \$14,000 to benefit young children with cancer.

Kindergarten

A strong focus on academics paired with opportunities for creative play and social skill development provide the foundation for kindergarten instruction and learning. The youngest students at Kelley School demonstrated excellent growth in all academic areas this school year. Eighty-five percent (85%) of students met or exceeded the end of year benchmark in Reading as measured by the Fountas & Pinnell Reading Assessment. Use of centers provided individual and small group differentiation to meet students' needs. A field trip in the fall and an in school "Curious Creatures" program supplemented the Social Studies and Science curriculum. Readers' Theater presentations to families highlighted the students' growth in Reading. Kindergarten Graduation was a wonderful celebration of a great year of learning.

Grade 1

Readers' and Writers' Workshop instruction and success was driven by the Lucy Calkins units of study and resources. The students continued to grasp concepts and skills at their "just right" reading level. The implementation of Mathematics centers supplemented the Ready Math program and provided further differentiation of instruction and student work. A trip to the Beardsley Zoo in May was the culmination of the first-grade Science unit on animals that included monitoring mealworms and tadpoles in their habitats. A highlight of the year for first graders was the hatching of chicks in late May. A Mother's Day program and Readers' and Writers' celebrations provided the opportunity for students to share songs and academic accomplishments with parents.

Superintendent's Annual Report 2018-2019 – Urbin T. Kelley School

Grade 2

Implementation of units of study in Readers' and Writers' Workshop continue to drive literacy instruction in second grade. A new resource, *Patterns of Power*, supplemented instruction in the Conventions of English. More work on its implementation will continue next year. Mathematics Centers provide differentiated and engaging activities for students, with lessons aligned to the grade level curriculum and the Common Core State Standards. An updated Ready Math Program will be introduced next year. Science continued to provide many opportunities for problem-solving and hands-on learning. The air and weather unit culminated with a field trip to the Everwonder Museum, a day filled with activities that sparked students' imaginations in the fields of Science, Technology, Engineering, and Mathematics (STEM).

Grade 3

New Next Generation Science Standards (NGSS) units of study were introduced in third grade this year following teacher professional development with Mr. John Duffy, district Science Coordinator. Students enjoyed experimenting with *Oobleck* as they learned the properties of solids and liquids. Continued understanding of the reading progressions and character traits helped drive instruction in Readers' Workshop. Students made notable progress on the STAR Reading and Mathematics Assessments this year. STAR assessments by Renaissance Learning are standardized assessments. Third grade Social Studies students celebrated with a field trip to the Eli Whitney museum and an Open House during which students shared their Connecticut map projects with each other and parents.

Grade 4

Fourth grade students were introduced to two new Language Arts units; Journalism in Writers' Workshop and Historical Fiction Book Clubs in Readers' Workshop. These units involved book clubs, which led to the development of deeper communication among students to identify the themes and author's purpose of the texts they read. Extensive professional development in this area was provided by Columbia Teachers' College. Teachers were able to apply those professional learning experiences directly back to their instruction in the classroom. Two trips to Camp Sloper allowed for enrichment and study of habitats and ecosystems, erosion and weathering. Several students participated in the town-wide Invention Convention, presenting their inventions at Southington High School for judging. Fourth graders took a field trip to Old Sturbridge Village. A day at this outdoor history museum was a wonderful way to combine learning from social studies and the historical fiction unit of study.

Grade 5

Fifth graders had a great year to end their time at Kelley School. Departmentalization of Writing, Mathematics, Science, and Social Studies instruction helped prepare students for the middle school model of instruction. All three teachers knew every student, which allowed for strong collaboration and communication related to any student's academic, social, and emotional well-being. New NGSS Science units were successfully implemented. These units fostered students' self-discovery through open-ended questioning. Students spent time wondering and noticing as they began to know and process information. There was a clear link to the writing units of study as students stated a claim and found evidence to support it as a result of their inquiry and logical reasoning. Math Workshop was implemented allowing students to work independently or in small groups to strengthen their knowledge and understanding of key math concepts. Invention Convention, the Writing Celebration, Math Fair and field trip to Mystic Seaport were highlights of the year.

Superintendent's Annual Report 2018-2019

PLANTSVILLE ELEMENTARY SCHOOL

Stephen F. Bergin, Principal

School Accomplishments

Plantsville School continued to grow as a school community with children coming from various parts of the country and with the district's participation in the Open Choice Program. The staff continued to work with the mutually revised Continuous Improvement Plan. Literacy and Numeracy goals were directly related to Common Core State Standards as well as district benchmarks. Data meetings were held to review and monitor ongoing student progress. These meetings assisted teachers as they aligned their instructional goals based on the results of individual student data and action plans. The teachers used differentiated instruction based on student need as it developed in the instructional setting. Both Writers' and Readers' Workshop were fully implemented in all classrooms. All teachers were fully trained in both models. Writing skills were emphasized across subject areas, as children wrote in all classes every day. Small flexible groups within the Mathematics classrooms were based on student need as identified by individual and benchmark assessments. Identified areas of weakness were addressed by the literacy specialist, special educators, and intervention tutors. Since the Plantsville Elementary School facility is full of diverse technology, teachers and students use the technology daily to further instruction and learning. Teachers, paraeducators and students used interactive Smart Televisions, document cameras, and computer technology in all teaching areas, including the Library/Media center. The computer carts were used continuously within the classrooms.

The Plantsville faculty demonstrated a strong commitment to the academic programs. Teachers continued to attend professional development on Columbia University's Reading Model of instruction. Mathematics workshops were attended as the school moved forward with the common core in these areas. Several teachers continued their education with college courses, and many requested attendance at professional development opportunities outside of those offered by the district. They shared important information as "lead trainers" with staff upon their return. Plantsville staff gave back professionally, serving as cooperating teachers for young student teachers and as team mentors for new teachers. Plantsville School has received training from the Yale Center of Emotional Intelligence that assisted in the implementation of RULER skills (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions). The focus on the emotional intelligence of staff and students was instrumental in creating a positive and safe climate and culture.

Plantsville continued to take pride in Music, Art, and Physical Education programs; the school held two instrumental and two vocal concerts. Physical Education classes integrated literacy and numeracy goals. Science and Social Studies objectives were integrated with a variety of unique learning centers. Teachers integrated their teaching of nonfiction with Social Studies and Science. Children learned to delve deeper into various areas of print and media, integrate information, and make arguments through debate.

Plantsville School has been fortunate to have a strong and supportive PTO. Along with cultural programs, the PTO continued to be active in many areas. The PTO sponsored two book fairs, an ice cream social, and funded Field Day and class field trips where real life experiences were

Superintendent's Annual Report 2018-2019 – Plantsville School

provided outside of the classroom. Through Plantsville School's partnership with Calendar House and The Summit, students continued their outreach to older adults in the community.

Student Achievements

Kindergarten

Kindergarten students experienced a balanced program of literacy and numeracy. The highlight of the Social Studies curriculum was a visit from the Southington Fire Department as the students were given the opportunity to explore a fire engine while learning what these community members do for them. Academic growth was significant as 94% of students met end of year expectations in Reading goals.

Grade 1

The first-grade literacy program was highlighted in the spring by participation in the school-wide Young Authors' celebration. Family members were invited to the school and each child had an opportunity to read published writing pieces. The first-grade curriculum was enhanced by visits from community helpers such as Southington's Fire Department, a local dentist and a visit from nurses to discuss illness prevention behaviors such as hand-washing.

Grade 2

Second graders learned how to write Science Lab Reports in Writer's Workshop. After reading about force and motion to acquire background knowledge, the students learned "How to write like a Scientist". Cars and ramps were used to explore the concept of force and motion. Each second-grade student planted a plant in the garden that was provided by Lewis Educational Agricultural Farm (LEAF). The plants will harvest flowers and vegetables in the fall. In Science, students studied plants in the spring and this activity brought the community resources and Science curriculum together. Classes grew crops to share within the school community.

Grade 3

Third grade students were immersed in a literature rich environment covering a wide range of genres. They read and wrote daily with specific objectives helping to guide the experience. In the area of Mathematics, students were exposed to many new concepts and were provided the opportunity to grow their knowledge base and skill set while moving through the concrete, representational, and abstract stages of learning. In Science, groups participated with their peers in the hands-on exploration of a myriad of topics while gaining a better understanding of the scientific method.

Grade 4

Fourth graders had monthly celebrations in Reading and Writing, through Writers' Workshop, Best writing was shared with peers, and conversations about Best books were held. Also, students presented completed writing to their parents during Young Author Day. The annual Star Gazing night was a huge success. Science was enhanced by participation in the Connecticut Invention Convention where several Plantsville School students achieved state recognition. Grade four learners visited YMCA Camp Sloper twice with Science related topics. An in-school field trip that integrated Science was a big hit with all learners.

Superintendent's Annual Report 2018-2019 – Plantsville School

Grade 5

Fifth grade students participated in the election for Connecticut's First Student Governor. A Plantsville School student, Reilly Bard, was one of the seven state finalists, and all participants traveled to the Old State House in Hartford to listen to state and federal legislators speak. Students learned to write in a variety of formats, including research-based historical and argument essays. These units were cross-curricular, combining Reading, Science, and Social Studies with the writing process.

Continuous Work and Growth

Teachers and administration will continue to use data-driven decision-making to determine individual learning plans for students. The use of Scientific Research-Based Intervention (SRBI) has strengthened individualized intervention for students as Plantsville School continued to meet the needs of all learners. A focus on character development was a school-wide goal as the staff worked as one to integrate the Responsive Classroom approach within each classroom while incorporating morning meetings. Teachers participated in Emotional Intelligence (EI) training from the Yale Center of Emotional Intelligence. They used this skill set within their classrooms as they started to build the student's emotional intelligence. Smarter Balanced Assessments were taken into consideration as teachers wrote their goals. The expansion of leveled classroom libraries will continue, especially in the area of nonfiction. The school will continue work as an inclusive setting, so that every child is in his or her least restrictive environment. The school community will strive to become even more technologically literate, updating web pages and using technology, when appropriate, to enhance student learning.

Superintendent's Annual Report 2018-2019

SOUTH END ELEMENTARY SCHOOL

Erin Nattress, Principal

School Accomplishments

South End Elementary School had a successful 2018-2019 school year. Students were held to high standards continually both academically and civically. Teachers encouraged students to persevere through challenges. Teachers used a differentiated approach to instruction to ensure the needs of all students were met across all subject areas. To continue growing the Scientific Research-Based Interventions (SRBI) structure, teachers collaborated with Mathematics and Literacy specialists to plan for classroom-based, tiered interventions.

The South End Staff guided by a Lead Team focused on Emotional Intelligence throughout the year. Time was spent learning ways to identify and regulate emotions. A staff charter was developed for a common understanding of how the staff wanted to feel while working.

The South End PTO provided another year of community-building activities as well as cultural arts programs to enhance student learning. The PTO sponsored two successful book fairs, which resulted in large classroom library donations. The South End Elementary School community came together for a Welcome Back Picnic and an Ice Cream Social. The PTO held a Gala to fundraise for a new iPad Cart, which was purchased at the end of the school year. South End students will benefit from this new technology. The PTO sponsored many after school clubs along with the Drama Club production of *Aladdin Kids*.

Community involvement is a priority at South End School. A total of nine jumpers participated in the Annual Sloper Plunge. The school sponsored events to raise money for families in need. Our Southington Town-wide Effort to Promote Success (STEPS) team coordinated a food drive to support Southington Youth Services.

Celebrations

South End held the Third Annual *One School, One Book* with the whole community reading The World According to Humphrey by Betty G. Birney. The program was kicked off during Read Across America. Related literacy and Science, Technology, Engineering and Mathematics (STEM) activities were instituted for building comprehension, vocabulary and strong conversations about literacy. Two teachers established the South End Cyber Skyhawks Robotics Team. The team worked hard together and competed in their first competition. Two students from South End were recognized at the State Invention Convention for their creative innovations. Fifth grade STEPS Ambassadors participated in a Leadership Conference. They implemented newly acquired leadership skills by organizing monthly Asset Building Town Meetings.

Kindergarten

Students had explicit instruction through whole group lessons, small strategy groups and individual intervention in literacy. Teachers participated in a controlled study, implementing the Columbia University Teacher's College Phonics Units. Upon exiting Kindergarten, ninety-seven percent (97%) of students were reading at grade level. Students participated in hands-on learning with field trips to Lewis Farms and the West Hartford Science Museum. Kindergarten students took an active part in planting the South End Community Garden.

Superintendent's Annual Report 2018-2019 – South End Elementary School

Grade 1

First grade students made excellent growth in Reading this year. In Reading, ninety-four percent (94%) of students met or exceeded grade level as measured by the STAR Reading Assessment. Teachers participated in a controlled study, implementing the Columbia University Teacher's College Phonics Units. Teachers implemented differentiated Mathematics centers. The first-grade students experienced hands-on learning as they watched their chicks hatch and tadpoles turn into frogs. Additionally, Indian Rock came to South End for a Fabulous Frogs presentation. Students attended a performance of *Henry and Mudge* at Lincoln Theater.

Grade 2

The second-grade team focused on differentiation in Literacy to promote student growth. At the end of the year, eighty-two percent (82%) of students met or exceeded grade level as measured by the STAR Reading Assessment. Students demonstrated excellent gains in the area of fluency resulting from individualized goals in this area. Also, the team focused on building reading stamina to prepare for the rigor of grade three. Students participated in a field trip to Nature's Art in Oakdale to support the Science curriculum. The second-grade team showcased student writing for parents at a celebration in June.

Grade 3

Third grade students experienced a year full of growth in Literacy with a shift to reading for meaning and interpretation. One hundred percent (100%) of third grade students met the end of year standard as measured by the STAR assessment. Strong conversations about text were fostered with classroom book clubs. Teachers collaborated with the Mathematics specialist to differentiate mathematics centers. The grade three teachers piloted new Next Generation Science Standards (NGSS) units promoting inquiry and communication. They ended the year with a hands-on learning field trip to Indian Rock.

Grade 4

Fourth grade students worked hard to develop critical thinking skills around text. At the end of the year, eighty-two percent (82%) of students met or exceeded the end of year reading standard as measured by the STAR assessment. Students were able to extend their learning with a field trip to Camp Sloper to support the science curriculum. They participated in a field trip to Sturbridge Village to support the Historical Fiction reading and writing units. Students connected their journalism unit to STEPS by creating a whole school newspaper and broadcast to celebrate the success of the school year.

Grade 5

Fifth grade teachers worked hard to prepare students for the transition to middle school. Teachers used small strategy groups to target specific skills. Students worked hard to continue growth in Reading. Ninety-seven percent (97%) of students met or exceeded the end of year standard as measured by the STAR assessment. The Science teacher continued to work with the district Science Coordinator to integrate NGSS units. All students participated in the Invention Convention. Students visited Mystic Seaport in May to enhance the curriculum.

Superintendent's Annual Report 2018-2019 – South End Elementary School

Ongoing Work & School Improvement

Much of the work from the 2018-2019 school year will continue with solid momentum. All staff members are prepared to start implementing Emotional Intelligence with students and families. There will be a focus on strengthening social emotional readiness for students. Also, the staff will focus on improving classroom-based tiered interventions in both Literacy and Mathematics with the support of District specialists. Teachers in Grade two will continue to grow the implementation of the Columbia University Teacher's College Phonics units. Teachers in Kindergarten and Grade one will collaborate with the Mathematics specialist to implement Ready Classroom. Overall, goals will center always on creating a well-supported and mindful learning environment for all learners.

Superintendent's Annual Report 2018-2019

WILLIAM M. STRONG ELEMENTARY SCHOOL

Melissa Barbuto, Principal

Enhancements

The 2018-2019 school year was another year full of amazing accomplishments at William M. Strong Elementary School. Strong Elementary School continued to focus on cultivating a positive school climate that promoted the learning and well-being of the school community. The entire school implemented components of the Responsive Classroom Approach, expanded the implementation of Emotional Intelligence to all students and parents, and encouraged a growth mindset for all students and staff through monthly whole school activities and presentations. Through the Instructional Learning Team (ILT) process, staff developed a strong professional culture that focused on collaborative professional learning to improve instructional practices and promote student learning.

Celebrations

Kindergarten

Kindergarten teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. In addition to “Morning Meeting”, kindergarten teachers implemented key components of Emotional Intelligence through the creation of classroom Charters and checking in on the Mood Meter, which had a positive impact on student’s social and emotional growth. Kindergarten teachers collaborated with their colleagues through the ILT process to research best practices in the area of phonics. Due to this professional collaboration, the team was proud to report that eighty-seven percent (87%) of all Kindergarten students ended the year meeting or exceeding end of year expectations as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Grade 1

First grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. In addition to “Morning Meeting”, first grade teachers implemented key components of Emotional Intelligence through the creation of classroom Charters and checking in on the Mood Meter, which had a positive impact on student’s social and emotional growth. First grade teachers collaborated with their colleagues through the ILT process to research best practices in the area of Mathematics by implementing Math Workshop. Due to this professional collaboration, the team was proud to report that ninety-seven percent (97%) of all first-grade students ended the year at or above grade level expectations in Mathematics.

Grade 2

Second grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. In addition to “Morning Meeting”, second grade teachers implemented key components of Emotional Intelligence through the creation of classroom Charters and checking in on the Mood Meter, which had a positive impact on student’s social and emotional growth. Second grade teachers encouraged students to develop a growth mindset and incorporated flexible seating into their classrooms. Second grade

Superintendent's Annual Report 2018-2019 – Strong Elementary School

teachers collaborated with their colleagues through the ILT process to research best practices in the area of Mathematics by implementing Math Workshop. Due to this professional collaboration, the team was proud to report that ninety-one percent (91%) of all second-grade students ended the year at or above grade level expectations in math.

Grade 3

Third grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. In addition to “Morning Meeting”, third grade teachers implemented key components of Emotional Intelligence through the creation of classroom Charters and checking in on the Mood Meter, which had a positive impact on student’s social and emotional growth. Third grade teachers collaborated with their colleagues through the ILT process to research best practices in the area of Mathematics by implementing Math Workshop. Due to this professional collaboration, the team was proud to report that ninety-five percent (95%) of all third-grade students ended the year at or above grade level expectations in Mathematics and eighty-six percent (86%) of all third-grade students scored proficient or higher on the Mathematics portion of the Smarter Balanced Assessment.

Grade 4

Fourth grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. In addition to “Morning Meeting”, fourth grade teachers implemented key components of Emotional Intelligence through the creation of classroom Charters and checking in on the Mood Meter, which had a positive impact on student’s social and emotional growth. Fourth grade teachers collaborated with their colleagues through the ILT process to research best practices in the area of Mathematics by implementing Math Workshop. Due to this professional collaboration, the team was proud to report that eighty-six percent (86%) of all fourth-grade students ended the year at or above grade level expectations in mathematics and seventy-six percent (76%) of all fourth-grade students scored proficient or higher on the Mathematics portion of the Smarter Balanced Assessment.

Grade 5

Fifth grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. In addition to “Morning Meeting”, fifth grade teachers implemented key components of Emotional Intelligence through the creation of classroom Charters and checking in on the Mood Meter, which had a positive impact on student’s social and emotional growth. Fifth grade teachers collaborated with their colleagues through the ILT process to research best practices in the area of Mathematics and Science by implementing Math Workshop and new Science units.

Ongoing Work

As the school continues to work on creating a positive school climate, staff will continue to deepen their understanding of Emotional Intelligence. Staff will continue to expand the work in this area by introducing the next anchor tools of Emotional Intelligence to students and parents. Teachers will continue to utilize the Responsive Classroom component “Morning Meeting” as a structure to implement Emotional Intelligence and build a positive school community. The staff looks forward to continuing the work with Instructional Learning Teams next year, focusing on deepening teachers understanding of exemplary practice within Math Workshop and Phonics instruction.

Superintendent's Annual Report 2018-2019

REUBEN E. THALBERG ELEMENTARY SCHOOL

Katie Reeves, Principal

Introduction

Reuben E. Thalberg Elementary School had a successful and exciting 2018-2019 school year. The staff worked hard to help students build life-long learning habits, increase student achievement in academics and social/emotional development, and increase an appreciation for art and music. Students were held to high standards academically, socially and behaviorally. The students at Thalberg demonstrated growth throughout the year and reached for success based on their individualized goals.

The Thalberg faculty and staff provided club activities to enrich the lives of students. Many of these clubs included community involvement and volunteering. The recycling club worked hard at collecting cans and bottles and even made stuffed monsters out of old sweaters. The ABC/STEPS Club volunteered in the primary grades to serve as role models and mentors for the youngest learners. The Orchard Valley Garden Club partnered with Thalberg students to beautify the gardens and create flower arrangements to hand out in the community.

The Thalberg PTO brought exciting programs with important messages about anti-bullying to the students this year. They sponsored two successful book fairs in which proceeds went to provide teachers with new books and supplies for their classrooms. Thalberg School families participated in special events such as Family Fun Night, Game Night, Special Person Dance and Trunk or Treat. The PTO sponsored the Drama Club production of Willy Wonka, Jr., Running Club, Bowling Club and Chess Club.

Celebrations

A group of fifth graders took it upon themselves to raise money for a water well in South Sudan after reading the book A Long Walk to Water. These students were so moved by the story that they planned fundraising events, created a bulletin board and held an assembly. They raised over \$3,000. The fourth-grade teachers were recipients of the Fund for Teachers Grant. They will be traveling abroad this summer to Denmark in order to document what life was like during the Nazi occupation to strengthen a Historical Fiction reading unit and help students make stronger connections to characters in the books read in class.

Kindergarten

Students experienced hands-on learning centers throughout the year to support language arts and math. Through these hands-on experiences and Readers' Workshop instruction, eighty-five percent (85%) of students were reading at grade level in June. In addition to inviting parents to volunteer on a regular basis in centers, the kindergarteners also had special events like Grandparents Day, Mother's Day Celebration and American Education Week. They were able to experience a favorite story in a different art form by attending a performance of *Pete the Cat*.

Grade 1

First grade students made excellent growth this year in both reading and math. They implemented hands on phonics centers in order to improve phonics and reading scores. They ended the year with eighty-seven percent (87%) of students reading at or above grade level. Also, ninety-one percent (91%) of first graders scored proficient on the STAR reading assessment. The first-grade

Superintendent's Annual Report 2018-2019 – Reuben E. Thalberg School

experienced hands-on learning as they watched their chicks hatch and when they went to Beardsley Zoo.

Grade 2

The grade two team experienced an outstanding year with eighty-nine percent (89%) of students reading at grade level. The team was proud of student Mathematics scores. The work was focused on improved fact fluency and opportunities for all students to grow. Ninety-two percent (92%) of second graders performed at or above grade level on the end of year STAR assessment in Mathematics. Also, the second-grade team implemented a new Writing unit, Lab Reports, and the students loved it. Students were engaged in the Science experiments which resulted in the creation of many connections between Science and Language Arts. They participated in a field trip to Lake Compounce where they learned about Force and Motion to support the Science curriculum.

Grade 3

Third grade teachers collaborated with the Mathematics specialist this year to begin to shift to a Math Workshop model. Students experienced success and demonstrated academic gains across the board in Mathematics. The team implemented Readers' and Writers' Workshop and eighty-five percent (85%) of students demonstrated grade level skills by the end of the year. The students loved book clubs and the collaboration that came along with them. Parents were invited to join their third graders for a recorder concert as they performed a preview for the second graders. The classes ended the year with a field trip to the State Capital to support the Social Studies curriculum.

Grade 4

The fourth grade replicated a day in the life of Southington residents during the American Revolution. This hands-on learning allowed the students to experience a bit of what they had been reading about in books. Many parents and volunteers joined in the day. Along with the fifth grade, they piloted a food waste management and recycling program. They were able to involve custodians, kitchen staff and other teachers with the goal of bringing the entire school on board for next year. The students' goal is to have Thalberg become the first school in the state to have a food waste management program.

Grade 5

Grade 5 students assumed leadership roles throughout the school and served as role models for younger students. Some students created and produced Thalberg News; students made daily morning announcements, and they created new clubs for students to join during recess. They worked on peer mediation and problem-solving in a safe and respectful way. Ninety percent (90%) of students were reading at grade level at the end of the year. Students visited Mystic Seaport to end their year.

Ongoing Work & School Improvement

Thalberg School continues to grow and learn. The Thalberg faculty and staff will be focused on rolling out Emotional Intelligence (EI) to students next school year. The foundation for EI was created this year with teachers attending training and practicing for their own understanding. This will help to support the ever growing social and emotional needs of students. Also, teachers will continue to strengthen Tier 1 instruction through the workshop model and differentiation with the success of every student as the goal.

DRAFT
Class Size Averages
2019-20

SCHOOL	GRADE K		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		TOTALS	
	1819	19-20	1819	19-20	1819	19-20	1819	19-20	1819	19-20	1819	19-20	1819	19-20
8/15/2019 PM														
DERYNOSKI														
TOTAL	104	92	78	110	74	76	91	74	89	90	99	90	535	532
Class Avgs	17.33	18.40	19.50	18.33	18.50	19.00	18.20	18.50	17.80	18.00	24.75	18.00		
FTEs	6	5	4	6	4	4	5	4	5	5	4	5	28	29
FLANDERS														
TOTAL	41	53	61	37	39	62	34	38	51	36	56	48	282	274
Class Avgs	13.67	17.67	15.25	18.50	19.50	15.50	17.00	19.00	17.00	18.00	18.67	16.00		
FTEs	3	3	4	2	2	4	2	2	3	2	3	3	17	16
HATTON														
TOTAL	55	56	55	56	56	53	51	57	61	53	72	62	350	337
Class Avgs	18.33	18.67	18.33	18.67	18.67	17.67	17.00	19.00	20.33	17.67	24.00	20.67		
FTEs	3	3	3	3	3	3	3	3	3	3	3	3	18	18
KELLEY														
TOTAL	45	50	42	44	55	46	44	55	57	43	54	58	297	296
Class Avgs	15	16.67	14.00	14.67	18.33	15.33	22.00	18.33	19.00	21.50	18.00	19.33		
FTEs	3	3	3	3	3	3	2	3	3	2	3	3	17	17
OSHANA														
TOTAL	38	35	41	37	43	42	49	41	51	47	42	52	264	254
Class Avgs	19	17.50	20.50	18.50	21.50	21.00	16.33	20.50	17.00	15.67	21.00	17.33		
FTEs	2	2	2	2	2	2	3	2	3	3	2	3	14	14
SOUTH END														
TOTAL	32	43	37	29	45	38	36	43	51	37	35	49	236	239
Class Avgs	16	14.333	18.5	14.5	22.5	19	18	21.5	17	18.5	17.5	16.33		
FTEs	2	3	2	2	2	2	2	2	3	2	2	3	13	14
STRONG														
TOTAL	46	46	36	43	43	36	42	42	58	42	58	58	283	267
Class Avgs	15.33	15.33	18.00	14.33	21.50	18.00	21.00	21.00	19.33	21.00	19.33	19.33		
FTEs	3	3	2	3	2	2	2	2	3	2	3	3	15	15
THALBERG														
TOTAL	67	68	67	63	72	66	71	76	80	72	89	79	446	424
Class Avgs	16.75	17.00	16.75	15.75	18.00	16.50	23.67	19.00	20.00	18.00	22.25	19.75		
FTEs	4	4	4	4	4	4	3	4	4	4	4	4	23	24
ENROLLMENT	428	455	417	419	427	419	418	426	498	420	505	496	2693	2623
Class Avgs.	16.46	17.50	17.38	16.76	19.41	17.46	19.00	19.36	18.44	18.26	21.04	18.37		
FTE TOTALS	26	26	24	25	22	24	22	22	27	23	24	27	145	147

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2019

Decision Requested _____ Agenda Code 11 d.

AGENDA REPORTING FORM

Agenda Topic: School Opening Dates ~ 2019-2020

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Informational

Timothy J. Connellan

Signature of Superintendent of Schools

**SOUTHINGTON PUBLIC SCHOOLS
OPENING OF SCHOOL DATES 2019-2020**

Event	Date	Time	Place
New Teacher Orientation	Wednesday, August 21, 2019 Thursday, August 22, 2019	TBD	TBD
Opening of School Convocation	Wednesday, August 28, 2019	1:00 p.m.	SHS Auditorium Convocation
Staff Professional Development	Monday, August 26, 2019 Tuesday, August 27, 2019 Wednesday, August 28, 2019	Check SPS Website	Designated School
Paraeducator & ABA Prof. Develop.		TBD	Various Locations
PT Paraeducator Prof. Develop.		TBD	Various Location
First Day of School	Thursday, August 29, 2019		All Schools
OPEN HOUSE			
Derynoski Elementary School	Monday, September 9, 2019	6:30 p.m.	Designated School
South End Elementary School	Wednesday, September 11, 2019	6:30 p.m.	Designated School
Kelley Elementary School	Thursday, September 12, 2019	6:30 p.m.	Designated School
Oshana Elementary School	Thursday, September 12, 2019	6:00 p.m.	Designated School
Strong Elementary School	Thursday, September 12, 2019	6:00 p.m.	Designated School
Thalberg Elementary School	Thursday, September 12, 2019	6:30 p.m.	Designated School
Hatton Elementary School	Monday, September 16, 2019	6:30 p.m.	Designated School
Joseph A. DePaolo Middle School	Wednesday, September 18, 2019	6:00 p.m.	Designated School
John F. Kennedy Middle School	Wednesday, September 18, 2019	6:00 p.m.	Designated School
ALTA	Thursday, September 19, 2019	5:30 p.m.	Designated School
Flanders Elementary School	Thursday, September 19, 2019	6:30 p.m.	Designated School
Southington High School	Thursday, September 19, 2019	6:00 p.m.	Designated School
Board Meeting	Thursday, September 12, 2019	6:30 p.m.	John Weichsel Municipal Center
Board Meeting	Thursday, September 26, 2019	6:30 p.m.	John Weichsel Municipal Center
Music of the Knight	Saturday, October 19, 2019	2:00 p.m. – 10:00 p.m.	Southington High School

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2019

Decision Requested x Agenda Code 11 e.

AGENDA REPORTING FORM

Agenda Topic: Unaffiliated Compensation

Summary of Issue: One position was left off the grid inadvertently when the Unaffiliated wages were approved.

Background: The Lead OT/PT therapist position is not in the collectively bargaining unit.

Alternative Strategies: N/A

Cost (if applicable): _____ **Funding Source:** Salary account

Beginning Date of Program or Project: August 26, 2019

Ending Date of Program or Project: June 30, 2020

Recommendation or Comment: Approve the salary as presented.

Timothy J. Connellan

Signature of Superintendent of Schools