

Regular BoE Meeting

Wednesday, August 17, 2022 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

I. CALL TO ORDER and PLEDGE OF ALLEGIANCE

II. APPROVAL OF MINUTES

III. COMMITTEE REPORTS

IV. CHAIR REPORT

V. SUPERINTENDENT REPORT

VI. CONSENT AGENDA

VI.A. PERSONNEL

VI.A.1. Administrative Resignation - Effective August 19, 2022

VI.A.2. Administrative Hire*

VI.A.3. Administrative Appointment - Effective July 18, 2022

VI.A.4. New Staff Hire - Effective August 1, 2022

VI.A.5. Teacher Retirements

VI.A.6. Teacher Resignations - Effective June 16, 2022

VI.A.7. New Teacher Hires - Effective August 23, 2022

VI.A.8. A-3 Resignations - Effective June 15, 2022

VII. PUBLIC COMMENT

VIII. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

VIII.A. New Teacher Hiring Overview for 2022-2023

VIII.B. Replacement of BoE Commissioner on Greene-Hills School HVAC Project Committee

VIII.C. Replacement of BoE Commissioner on South Side School HVAC Project Committee

VIII.D. South Side School Mural Donation*

IX. CURRICULUM REVISION

IX.A. Spanish for Heritage Speakers -Second Reading

IX.B. Web Video Production - Second Reading

IX.C. BAIMS Elective: Illustration, 9-12, Curriculum - First Reading

X. POLICY REVISION

X.A. Policy 1230 - Booster Clubs and Parent
Organization

XI. NEW BUSINESS

XII. BUILDING REPORTS

XIII. INFORMATION/LIAISON REPORTS

XIV. ADJOURNMENT

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, July 13, 2022 – 6:15 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, July 13, 2022, at 6:15 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Russell Anderson, Jennifer Dube, Shelby Pons, Dante Tagariello, and Karen Vibert

ALSO PRESENT: Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Dr. Sam Galloway, Director of Talent Management, Dr. Kim Culkin, Director of Special Services, Lynn Boisvert, Director of Finance and Business; and Melissa Carbone, Denise Congdon, and Daniel Mainiero

EXCUSED: Commissioner Kristen Giantonio

I. CALL TO ORDER

Chair Dube called the Special Meeting to order at 6:20 p.m.

Board of Education Commissioners, central office members, and three candidates for hire: Melissa Carbone, Special Education Supervisor, Denise Congdon, Special Education Dean, and Daniel Mainiero, Director of Safety and Security conducted a meet and greet. Attendees were present to ask and answer any questions regarding their candidacy that appeared on the July 13, 2022, Board of Education agenda.

II. ADJOURNMENT

There being no other business, the meeting should adjourn. (6:45 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [July 13, 2022 Meeting Recording](#) Passcode: **rQGw^N4R**

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, July 13, 2022 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education meeting was held on Wednesday, July 13, 2022, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Shelby Pons, Todd Sturgeon, Dante Tagariello, Karen Vibert, and Christopher Wilson (Virtual); **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Director of Finance and Business and

EXCUSED: Commissioner Kristen Giantonio

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chair Dube called the meeting to order at 7:01 p.m. and asked attendees to stand for the Pledge of Allegiance. Chair Dube called for a moment of silence for Thomas Caputo a Teacher at Hubbell and South Side from November 1971 to January 2001; Diane Huber a Special Education Teacher at Bristol Central, South Side, Greene-Hills, Mountain View, and Northeast from March 1966 to June 2004; Kristin Ortolani (Reed) at Teacher at Hubbell from August 2001 to May 2022; Noreen Thomas a Para Educator at Bristol Central, BoE, and Stafford from September 1995 to June 2018 and Arthur (Art) Ward – Former Mayor of Bristol

Chair Dube read the meeting norms into the record.

II. STAFF and STUDENT RECOGNITION

The Board of Education recognized the following staff and students:

1. BEHS Theater Arts Halo Awards – Presented by Kenneth Bagley

The following program and students were nominated:

Bristol Eastern's production of Shrek this spring received 6 nominations in the following categories:

Best Performance By A Featured Actress In A Musical:

- Bristol Eastern High School: Charitee Cecil As Dragon In Shrek

Best Comic Male Performance In A Musical:

- Bristol Eastern High School: Cjay Gibbs As Donkey In Shrek

Best Stage Management:

- Bristol Eastern High School: Cameron Chasse, Caroline Baim (Sms), Samantha Colite (Asm) For Shrek

Best Performance By A Supporting Actor In A Musical:

- Bristol Eastern High School: Cjay Gibbs As Donkey In Shrek

Best Performance By A Leading Actor In A Contemporary Musical:

- Bristol Eastern High School: Benjamin Marin As Shrek In Shrek

Best Contemporary Musical:

- Bristol Eastern High School: Shrek

2. Seal of Biliteracy Awards – Presented by Carly Fortin

The following students received the Seal of Biliteracy:

Bristol Central Seal of Biliteracy 2022			
First Name	Last Name	Grade	Language
Alexa	Aldi	11	Spanish
Jhonny	Avilez	11	Spanish
Mathew	Biadun	11	Spanish
Mathew	Biadun	11	Polish
Seth	Bissonnette	11	Spanish
Michael	Bossi	11	Spanish
Isabella	Bouffard	11	Spanish
Yarimet	Calixto	12	Spanish
Marcela	Cedillo Saetama	12	Spanish
Olivia	Clingan	11	Spanish
Ann	Daigle	11	Spanish
Molly	Daigle	11	Spanish
Micaela	Guzman	12	Spanish
Martina Sabina	Jagielski	12	Polish
Gabriella	Jimenez-Ramos	11	Spanish
Christopher	Juarez	12	Spanish
Madeleine	Lamontagne	11	Spanish
Mackenzie	Little	11	Spanish
Madison	Lodovico	11	Spanish
Sherlie	Peralta Herrera	11	Spanish
Alexis	Perez	11	Spanish
Ryan	Ring	11	Spanish
Alailah	Rivera	12	Spanish
Ashley	Santos Lopez	12	Spanish
Mackenzie	Starks	11	Spanish
Jennifer	Sugrue	11	Spanish
Ashley	Totten	11	Spanish
Gabriela	Vargas	11	Spanish
Katelynn	Wasta	11	Spanish
Yamilet	Zavala-Dumancela	12	Spanish

Bristol Eastern Seal of Biliteracy 2022			
First Name	Last Name	Grade	Language
Haneen	Abdelaal	11	Arabic
Domenica	Alvarez	11	Spanish
Julia	Armington	11	Spanish
Lauren	Bender	11	Spanish
Kaila	Bermejo Sinche	12	Spanish

Taylor	Berube	11	Spanish
Matt	Bougie	12	Spanish
Rose	Calderon Escalera	11	Spanish
Nicola	Campisano	11	Spanish
Makayla	Cervantes	12	Spanish
Sarah	Cody	11	Spanish
Kitavalia	Colon	11	Spanish
Richard	Diaz Salgado	12	Spanish
Mikayla	Ervin	11	Spanish
Sebastian	Frosolone	11	Spanish
Isabell	Fulton	12	Spanish
Aitanna	Galvez	12	Spanish
Andre	Gonzalez	12	Spanish
Chance	Hagey	11	Spanish
Zainab	Hasan	11	Spanish
Miriam	Hernandez Sanez	12	Spanish
Pushpita	Hossain	11	Spanish
Victoria	Kosciukiewicz	11	Polish
Ixaly	Maldonado	11	Spanish
Mahiba	Mansur	11	Spanish
Camden	Michaud	11	Spanish
Alondra	Nunez	12	Spanish
Caitlyn	Ouellette	12	Spanish
Payton	Pelletier	11	Spanish
Ariana	Pellot	11	Spanish
Lia	Pena Tejada	11	Spanish
Jimena	Perez Chavez	11	Spanish
Avigayil	Peri	11	Hebrew
Emilia	Perrone	11	Spanish
Emily	Piendak	11	Spanish
Angela	Pierce	11	Spanish
Preston	Poirier	11	Spanish
Evan	Prince	11	Spanish
Annette	Rodriguez	12	Spanish
Kiley	Roy	11	Spanish
Adriana	Santiago Figueroa	12	Spanish
Kate	Sullivan	11	Spanish
Olivia	Sztemberg	12	Polish
Daniel	Szynal	12	Polish
Dominic	Tartarelli	11	Spanish
Oscar	Twardy	12	Polish
MaryAngel	Visuma Pulla	11	Spanish

III. APPROVAL OF MINUTES

June 1, 2022 – Regular Meeting Minutes

On a motion by Dante Tagariello and a second by Eric Carlson the Board of Education voted to approve the June 1, 2022, Regular Meeting Minutes as written.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

IV. COMMITTEE REPORTS

The Board received the following monthly Committee Reports: Finance, Operations, and Student Achievement.

V. CHAIR REPORT

Chair Dube introduced Russell Anderson as the newly appointed Board of Education Commissioner. Chair Dube also read into the record the updated Board of Education Committees.

Communications & Community Relations Committee

Kristen Giantonio, Chair
Shelby Pons
Russell Anderson
Eric Carlson – Alternate

Finance Committee

Dante Tagariello, Chair
Kristen Giantonio
Karen Vibert
Russell Anderson - Alternate

Operations Committee

Eric Carlson, Chair
Russell Anderson
Christopher Wilson
Todd Sturgeon - Alternate

Student Achievement Committee

Todd Sturgeon, Chair
Kristen Giantonio
Christopher Wilson
Dante Tagariello - Alternate

Personnel Committee

Dante Tagariello, Chair
Eric Carlson
Karen Vibert
Todd Sturgeon - Alternate

Policy Committee

Kristen Giantonio, Chair
Shelby Pons
Todd Sturgeon
Dante Tagariello - Alternate

VI. SUPERINTENDENT REPORT

Dr. Carbone presented the Superintendent Report. Highlights from the report included an update on family and community open houses for BAIMS – Families Open Houses will be held on August 9, August 11, and Aug 25. Community Open Houses will be held on August 10, Aug 17, and Aug 20. We will send reminders on the dates and times of each event through parent square, on the Mayor’s page, and through Bristol Press. There are currently three seats left for the middle-level program. In regards to the BPS Reimagining Plan, Dr. Carbone reminded the Board and the audience that at the conclusion of the 22-23 school year we will transition Edgewood School to a PreK Academy, as such scholars in grades PK through 8 will be redistricted into the seven (7) remaining schools that have K-5 programming, these schools are Ivy Drive, MTV, Stafford, Hubbell, SSS, WB, and GH. Parents who are wondering what school their child will be assigned and/or where the new school boundaries are, the interactive map is on the district website. Parents can enter their home address to find the new school boundary areas. We will continue to work with SLR Consulting to update our most recent enrollment numbers and cross-reference street assignments to our current student population. We will continue to communicate our redistricting efforts throughout the fall using parent square messaging.

VII. CONSENT AGENDA

Chair Dube called for a motion to approve the Consent Agenda, which included Items VII.A.1. through VII.A.10.

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to approve the Consent Agenda.

Following a roll call vote, Chair Dube declared the motion **PASSED** with eight (8) Commissioners (Anderson, Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

VII.A. PERSONNEL

VII.A.1. Administrative Resignation

Rivera, Georgina - GH - Dean of Students - Effective June 28, 2022

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to accept the Administrator Resignation as written.

VII.A.2. New Administrative Hires

Carbone, Melissa - DW - Supervisor of Special Services - effective July 15, 2022

Congdon, Denise - DW - Dean of Special Services - effective August 16, 2022

Decker, Courtney - BEHS/BCHS - Dean of Special Services - effective July 1, 2022

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to approve the New Administrative Hires as written.

VII.A.3. New Staff Hire - Effective August 1, 2022

Mainiero, Daniel - BOE - Director of School Safety - effective August 1, 2022

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to approve the New Staff Hire as written.

VII.A.4. Teacher Retirements - Effective June 16, 2022

Jones, Amy - GH - Grade 2 Teacher

Mancuso-Cermola, Kathleen - CHMS - Grade 6 Science Teacher

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to accept the Teacher Retirements as written.

VII.A.5. Teacher Resignations

McKirryher, Jonna - WB - Grade 6 Special Education Teacher - effective June 16, 2022
Metz, Robert - BEHS - Psychologist - effective June 31, 2022
Perugini, Rebecca - GH - Grade 3 Teacher - effective June 16, 2022
Reed, Kristin - EPH - Grade 2 Teacher - effective May 17, 2022
Schommer, Kailby - WB - Grade 4 Teacher - effective June 16, 2022
Skelding, Natalie - CHMS - Special Education Teacher - effective June 16, 2022

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to accept the Teacher Resignations as written.

VII.A.6. New Teacher Hires - Effective August 29, 2022

Brown, Ethan - BCHS - Chemistry Teacher
Cassineri, Michael - EB - Grade 4 Teacher
Denke, Christopher - DW - .7 Elementary Instrumental Music Teacher
Fitzpatrick, Alison - SSS - Grade 5 Teacher
Gerardin, Nicole - WB - Grade 8 ELA Teacher
Heath, Chandler - WB - Special Education Teacher
Haynes, Ralph - BAIMS - Special Education Teacher
Keegan, Christopher - CHMS - Grade 8 Social Studies Teacher
Linnell, Kelsey - Adult ED -Social Studies 9-12 Teacher
McAllen, Rosalie - BEHS - School Counselor
Nadeau, Alisha - BEHS - Special Education Teacher
Negrón, Alexis - GH - Speech and Language Pathologist
Nightingale, Brooke - DW - Elementary Art Teacher
Pike, Jessica - Adult ED - English Language Arts 9-12 Teacher
Policarpio, Kayla - WB - Grade 8 Science Teacher
Ravita, Courtney - DW - General Music Teacher
Rawcliffe, Nicole - BCHS - On Track Coordinator

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to approve the New Teacher Hires as written.

VII.A.7. A-2 Resignations - Effective June 16, 2022

Baranski, Zara - CHMS - Instructional Technology Coordinator 6-8
Machol, Kerilyn - BCHS - National Honor Society
Martino, Rocco - WB - Technology Student Association Advisor - Robotics
Prescott, Julie - CHMS - Instructional Technology Coordinator 6-8

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to accept the A-2 Resignation as written.

VII.A.8. A-3 Resignations - Effective June 16, 2022

Martino, Rocco - WB - K-8 Webmaster
Shortt, Miranda - EDGE - Elementary Science Leader

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to accept the A-3 Resignations as written.

VII.A.9. A-3 Hire - Effective August 23, 2022

Stevens, Julie - EDGE - Elementary Science Leader

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to approve A-3 Hire as written.

VII.A.10. TEAM Mentors/Cooperating Teachers Applicants

Lauren Gonzalez – Stafford School
Rebecca Adinolfi – Stafford School

On a motion by Dante Tagariello and a second by Shelby Pons, the Board of Education voted to approve the TEAM Mentors/Cooperating Teachers Applicants as written.

The newly appointed staff and administrative hires Melissa Carbone, Denise Congdon, and Daniel Mainiero, were present in the audience and each stood to address the Board.

VIII. PUBLIC COMMENT

No members of the public wished to address the Board.

IX. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

IX.A. Report on Dress Down Days for 2021-2022 School Year

Dr. Dieter reported on the Dress Down Days for the 2021-2022 School year. This year employees from Bristol Public Schools have contributed a total of \$19,713.50 to organizations throughout Bristol. Dress-down days occur on Fridays periodically throughout the school year and staff is invited to participate at the cost of \$5 and you can wear jeans. The criteria for being considered as a recipient is that you have a tie to the Bristol Community. The following is a list of recipients for the 21-22 school year:

The Henry Bernard Memorial Fund	\$1,448.00
BOE Immediate Response Fund	\$1,655.00
Bristol Business Education Foundation	\$1,752.00
Food Pantries in Town	\$1,800.00
FRC & Kids in the Middle	\$1,521.00
Unified Theater & Unified Sports	\$1,884.00
Bristol Adult Resource Center	\$1,858.50
RiseUp for Arts	\$1,600.00
Brian's Angels	\$1,579.00
BC, BE, BPA Scholarship Funds	\$1,800.00
United Way - Day of Caring	\$1,467.00
Shepard Meadows Equestrian Center	\$1,349.00

IX.B. 2022-2023 School Year Calendar Revision

Dr. Carbone presented the 2022-2023 School Year Calendar Revision. The following Professional Development Days have been removed from the 2022-2023 calendar to increase student instructional time.

The following Professional Development Days will be removed from the 222-23 school year calendar:

December 7, 2022
February 1, 2023
March 9, 2023
May 17, 2023

On a motion by Dante Tagariello and a second by Eric Carlson, the Board of Education voted to approve the 2022-2023 School Year Calendar Revision.

Following a roll call vote, Chair Dube declared the motion **PASSED** with eight (8) Commissioners (Anderson, Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

IX.C. Discussion of Potential Use of 21-22 BoE Budget Surplus

At a Special Finance Committee meeting on June 22, 2022, the Committee voted to move the discussion of the use of potential surplus in the 2021-2022 Board of Education Budget to the full Board. At last night's Finance Committee meeting following the 21-22 Budget Update, Commissioners felt it was premature to discuss the potential use of the budget surplus as it is still unclear what the final numbers will be.

On a motion by Karen Vibert and a second by Dante Tagariello, the Board of Education voted to table the discussion of potential uses for the 21-22 Board of Education Budget Surplus.

Following a roll call vote, Chair Dube declared the motion **PASSED** with eight (8) Commissioners (Anderson, Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

IX.D. Special Services Leadership Team Report

Dr. Kim Culkin presented the Special Services Leadership Report. As of July 13, 2022, 1,735 of 7,981 Bristol students were identified as students requiring Special Education programming, that is a 21.74% identification rate. During the month of June, one (1) out of three (3) newly enrolled students arrived receiving their program and services through an out-of-district special education program at the time of enrollment. As of July 1, 2022, 125 of our 1,735 identified students require out-of-district placements at special education school programs and 72 students continue to require special education programming services at other public out-of-district schools such as magnet schools.

By request, an additional data point to report on was the total number of calls made to 911 and 211. There were over 750 calls placed to 911 across our school buildings and over 200 calls placed to 211. The reasons for which 911 calls are placed can vary from a stranger on the property, an unidentified person, an unwelcome bear, or an emergency situation for an adult, child, staff member, or visitor to the campus. 211 calls are typically placed after our own Bristol Public Schools staff has assessed a student's needs and those needs are typically in the area of mental health and wellness and if an additional assessment is required or requested the placement of a call to 211 to come as an emergency services provider to assess the student's need at that time. These numbers represent those calls placed across the district which includes 14 schools and the Board of Education.

Dr. Culkin shared information regarding Special Programs and Highlights and Markers of Success from the 2021-2022 school year.

X. CURRICULUM REVISION

X.A. Spanish for Heritage Speakers - First Reading

Carly Fortin presented the Spanish for Heritage Speakers for a First Reading. This is a new course designed to meet the needs of students who speak Spanish at home. By drawing on students' cultural experiences and existing linguistic skills, this course will further develop students' proficiency in the Spanish language, placing a particular emphasis on the development of presentational, written communication and preparing them for Spanish 4. Students will explore their relationship to their Hispanic heritage by comparing their experiences to those depicted in a variety of songs, poems, and narratives. They will also explore the causes and effects of immigration, as well as global challenges. The course seeks to reinforce the value of students' Hispanic heritage and the Spanish language and concludes with an exploration of how those assets can play a role in their future.

This is the first reading of the curriculum please contact Mr. Leszek Ward in the intervening month with any questions you may have.

X.B. Web Video Production - First Reading

Carly Fortin presented the Web Video Production for a First Reading. This course will cover the concepts, tools and activities essential to web-based video production. Various software programs will be explored and incorporated into video segments. Students will become familiar with the modes of capturing digital video, shooting techniques, and web-based editing.

X.B. Web Video Production - First Reading – cont'd

This is the first reading of the curriculum please contact Dr. Rechenberg in the intervening month with any questions you may have.

X.C. Scenic Design I - HS Elective for BAIMS - Second Reading

On a motion by Todd Sturgeon and, a second by Karen Vibert, the Board of Education voted to approve Scenic Design I - HS Elective for BAIMS.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

X.D. Scenic Design II - HS Elective for BAIMS - Second Reading

On a motion by Todd Sturgeon and, a second by Karen Vibert, the Board of Education voted to approve Scenic Design II - HS Elective for BAIMS.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

X.E. Grades 6-8 - Exploratory Art for BAIMS - Second Reading

On a motion by Todd Sturgeon and, a second by Karen Vibert, the Board of Education voted to approve the Grades 6-8 - Exploratory Art for BAIMS.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

X.F. Grades 6-8 Art Concentration - Second Reading

On a motion by Todd Sturgeon and, a second by Eric Carlson, the Board of Education voted to approve the Grades 6-8 Art Concentration.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

X.G. Strings - HS Elective for BAIMS - Second Reading

On a motion by Todd Sturgeon and, a second by Karen Vibert, the Board of Education voted to approve the Strings - HS Elective for BAIMS.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

X.H. Songwriting - Second Reading

On a motion by Todd Sturgeon and, a second by Karen Vibert, the Board of Education voted to approve the Song Writing Curriculum.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

X.I. Interior Design - HS elective for BAIMS - Second Reading

On a motion by Todd Sturgeon and, a second by Karen Vibert, the Board of Education voted to approve the Interior Design - HS elective for BAIMS.

Following a roll call vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Carlson, Pons, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion. Commissioner Anderson Abstained.

XI. NEW BUSINESS

There was no New Business to come before the Board.

XII. BUILDING REPORTS

Commissioners received updates from the following building projects.

1. MBIAMS Committee Update – Dr. Dieter
2. NEMS Building Committee Update – Tim Callahan
3. High School Culinary Project Update – Tim Callahan
5. ESSER/ARP Building Committee Update – Tim Callahan
6. Edgewood School Grant Submission Update – Tim Callahan

XIII. INFORMATION/LIAISON REPORTS

No information was shared or liaison reports were given.

XIV. VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing:

1. 2021-2022 Superintendent End of Year Evaluation and Goals Discussion

On a motion by Dante Tagariello and a second by Karen Vibert, the Board of Education voted to CONVENE INTO EXECUTIVE SESSION for the purpose of conducting the 2021-2022 Superintendent End of Year Evaluation and Goals Discussion. (8:23 p.m.)

EXECUTIVE SESSION

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Shelby Pons, Todd Sturgeon, Dante Tagariello, Karen Vibert, and Christopher Wilson (Virtual); **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent

EXCUSED: Commissioner Kristen Giantonio

CALL TO ORDER

Executive Session was called to order at 8:33 p.m.

Commissioners received a presentation by Dr. Carbone and discussed the 2021-2022 Superintendent End of Year Evaluation and Goals.

XV. RECONVENE INTO PUBLIC SESSION to take any votes on matters discussed in Executive Session. (9:15 p.m.)

XVI. ADJOURNMENT

There being no other business to come before the Board, the meeting should adjourn. (9:15 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

MATTHEW MADRUGA

EDUCATION

Sixth Year Degree in Educational Leadership Sacred Heart University, Fairfield, CT	May 2020
Intermediate Administrator Certification Sacred Heart University, Fairfield, CT	June 2019
Master of Arts in School Counseling Assumption College, Worcester, MA	May 2012
Bachelor of Arts in Psychology University of Connecticut, Storrs, CT	May 2010

SCHOOL LEADERSHIP EXPERIENCE

Francis Walsh Intermediate School, Branford, CT

School Leadership Experience

August 2012-Present

- Lead Response to Intervention meetings with teachers to review student academic/behavioral data, identify learning targets, and review appropriate researched-based strategies for intervention.
- Created and implemented a school improvement plan to address student social-emotional and academics needs.
- Assisted with the creation of the master schedule as a member of the scheduling committee.
- Developed a school-wide climate survey and presented results to staff in order to design action steps to improve school culture.
- Collaborate with instructional coaches and teachers in reviewing student assessment data to improve future instructional practices.
- Conduct learning walks to identify an instructional problem of practice with administration.
- Assisted with the hiring of special education and school psychologist positions.
- Implemented a social-emotional learning program for grades seven and eight.
- Evaluate instructional practices with administration and assisted with staff supervision.
- Member and participant of the Superintendent's Advisory Committee.
- Member of BEA Executive Board.

School Leadership Team

August 2017-Present

- Oversee the implementation of a Teacher Centered Instructional Data Team process.
- Plan professional development for staff to support instructional and school climate needs.
- Work with administration in identifying school goals and addressing school-wide issues.

Smarter Balance Assessment School Coordinator

September 2015 – June 2017

- Coordinated student testing accommodations.
- Managed the testing schedule and supervised the administration of assessments.
- Monitored testing to ensure it was in accordance with the CSDE protocols.
- Trained Test Administrators in Smarter Balance Assessment procedures.

TEACHING EXPERIENCE

Francis Walsh Intermediate School, Branford, CT

School Counselor

2012- Present

- Manage student Section 504 plans and lead meetings with teachers, parents and outside agencies.
- Collaborate with teachers and administration in identifying children who require additional academic and behavioral supports through a multi-tiered system of supports.
- Provide individual and group counseling to students concerning educational progress, social development and vocational planning.
- Provide preventative and immediate counseling to students in crisis.
- Teach social-emotional learning competencies within a school counseling curriculum.
- Apply cognitive behavioral principles to address student issues across the academic, personal and social domains.
- Utilize restorative practices with students and staff to improve social-emotional competencies and improve classroom climate.
- Served as Summer School Coordinator for students in need of additional math support.

Wallingford Adult Education, Wallingford, CT

2017-Present

School Counselor-High School Credit Diploma Coordinator

- Supervise staff within the High School Credit Diploma Program.
- Counsel students on post-secondary school options and job placement.
- Provide college and career counseling through the use of Naviance and Career Cruising software.
- Teach a course using the Integrated Career Awareness curriculum, Naviance and Career Cruising programs.
- Provide individual counseling and make appropriate referrals when necessary.
- Manage the Connecticut Adult Virtual High School Online Program.
- Presented and trained staff in ALICE crisis and safety procedures.
- Developed High School Credit Diploma policies and assist the Director with student discipline practices.
- Assist with curriculum development and program data management.
- Serve as the state Disability Contact and design appropriate accommodations for students.
- Meet with community stake holders to increase employment opportunities for students.

PROFESSIONAL AFFILIATIONS

- Member, American School Counselor Association (ASCA)
- Member, Connecticut School Counselor Association (CSCA)

HONORS AND AWARDS

- Vice President-Elect New Haven County (CSCA)
- Chief Financial Officer, International Honors Society in Psychology 2009.
- Dean's List Fall 2008, Spring 2009 (University of Connecticut).

ADDITIONAL SKILLS AND TRAINING

- Trained in Crisis Prevention Interventions Verbal/Physical and Restorative Practices.
- Proficient in Microsoft Office, Google applications, Naviance, Response to Intervention Software (RTIM) and 504/IEP Direct.

Lea McCabe

Objective

To obtain the position of Principal at the Bristol Arts and Innovation Magnet School.

Education

CT ADMINISTRATIVE CERTIFICATE (092) PROGRAM | 2019 | SACRED HEART UNIVERSITY

- Focus: Administrative Certificate Program
- Internship: Bristol Central High School

MASTER OF ARTS | 2006 | UNIVERSITY OF CONNECTICUT

- Major: Curriculum and Instruction
- Internship: CREC teaching American History Grant
- Thesis: *Creating Student Historians Through Individual and Collaborative Analysis of Primary Sources*

BACHELOR OF SCIENCE | 2005 | UNIVERSITY OF CONNECTICUT

- Major: Education: History/Social Studies
- Minor: Women's Studies

Teaching Experience

SOCIAL STUDIES TEACHER | BRISTOL CENTRAL HIGH SCHOOL | AUGUST 2006-PRESENT

- Courses taught/teaching:
 - World History, Modern American History, Global Issues, Economics, AVID, AP US History
- Curriculum written:
 - World History, Global Issues

Leadership Experience

NORTHEAST MIDDLE SCHOOL DEAN OF STUDENTS/DISTRICT ASSESSMENT COORDINATOR: AUGUST 2019-PRESENT

- Manages and evaluates building staff
- Leads adults in professional learning
- Works with students, parents, and members of the community
- Leads climate team and participates on the District Climate Team
- Assists the principal in all building related activities
- Assists in coordinating PSAT, SAT and SBA for the district

BRISTOL CENTRAL HS INTERIM DEAN OF STUDENTS: APRIL-JUNE 2019

- Implemented school/district's disciplinary guidelines
- Worked with students, parents, and members of the community
- Participated on district-wide committees
- Assisted in safety drill practices
- Coordinated School-Day SAT administration (as previous part of internship)

BRISTOL CENTRAL HS SOCIAL STUDIES DEPARTMENT COORDINATOR: 2017-2019

- Managed budget of roughly \$5,000
- Requisitioned supplies, textbooks, and other instructional materials
- Completed Social Studies Department component of School Improvement Plan
- Led meetings of colleagues, administrators, and parents
- Coordinated field trips, including booking transportation
- Led professional development for teachers on district initiatives

AVID COORDINATOR: 2012-2017

- Managed budget of roughly \$10,000
- Requisitioned supplies in coordination with AVID District Director
- Completed AVID Certification requirements
- Led meetings of colleagues (Site Team), students, and parents
- Coordinated field trips, including booking transportation and contacting vendors
- Led professional development for teachers on AVID teaching strategies

GRADE 9 TEAM LEADER: 2010-2019

- Led team meetings, often meeting with students and parents
- Implemented behavioral and academic interventions for struggling students
- Worked with administration to reduce failure rates among freshmen
- Coordinated field trips

RAMBASSADOR ADVISOR: 2015-2019

- Created a senior to freshman mentor program that pairs seniors with a small group of freshmen they will interact with throughout the year
- Developed a two day leadership training for new RAMbassadors
- Redesigned Freshmen Orientation to better serve 9th graders
- Oversaw RAMbassador program throughout the year

COMMON CORE LEADER: 2013-2016

- Worked with teachers from across the district and administrators in the Office of Teaching and Learning to implement the Common Core State Standards and inform teachers about changes in the Smarter Balanced Assessment and new SAT
- Delivered professional development to all teachers at BCHS
- Worked with departments to implement changes in their curriculum to accommodate the CCSS as well as helped develop a Shared Literacy Scope and Sequence for all grades.

NEASC STEERING COMMITTEE CO-CHAIR: 2013-2015

- Organized the decennial NEASC visit in March 2015
- Coordinated with all departments, administration at the school and district level, parents, and students
- Constructed the Visiting Committee schedule and materials
- Chaired the committee to develop BCHS's Core Values Statement and Student Learning Expectations

Arts Related Activities

BRISTOL ARTS AND CULTURE FUND, INC: JUNE 2021-PRESENT

- Current Secretary of the BACF 501c3
- Mission of the BACF is to provide cultural enrichment to the citizens of Bristol and the public at large, thus enhancing the quality of life for all; and to encourage and nurture aspiring artists of all ages.
- Organizing a paver patio fundraiser that would be installed at the new BAIMS

CITY OF BRISTOL ROCKWELL THEATER TASK FORCE: OCTOBER 2020-JUNE 2021

- Appointed by Mayor Zoppo-Sassu to the six person task force
- Created the strategic planning group to help determine the city's role in the sustainability of the Memorial Blvd. Theater
- Advocated for the creation of and Arts and Culture Supervisor position at Parks and Recreation
- Served as task force liaison to the MBIAMS Building Committee

GETUP STAGE COMPANY CO-FOUNDER: 2010-PRESENT

- Helped to found a theater company for young adults in Bristol and the surrounding community
- Designed and created sets for 10+ productions
- Coordinated budgets and organized fundraising

BRISTOL CENTRAL HIGH SCHOOL ASSISTANT DRAMA DIRECTOR: 2008-2019

- Managed Footlights budget
- Coordinated fundraising activities
- Designed and constructed stage sets for productions
- Worked with parents, students, and teachers to produce two shows each year
- Continues to assist with the management and implementation of the Bristol Central Stage 21st Century Learning Grant

Collin J Uryase

April 25 2017

Enclosed please find my resume for the position of Transportation Supervisor

You will find that I have spent the last fifteen years working in dispatch and transportation offices. I have had the privilege to work for several exceptional companies while being mentored by several influential leaders. Throughout my career I have developed a passion for problem solving and streamlining processes. I attribute a large portion of my success in this field to the relationships I have formed based on trust and mutual respect. Furthermore my ability to actively listen and clearly communicate have proven to be pivotal to our changing business.

My development over the last 15 years has laid out a solid foundation for my transition into Transportation Management. Thank you for considering me for this opportunity.

Sincerely,

Collin J Uryase

Collin Uryase

Transportation Supervisor

✉

STRENGTHS

- Proven track record of developing successful customer/business partnerships
- Able to creatively solve problems in a fast-paced environment
- Exhibits a sense of urgency and focus on results
- Develops a culture of 'teamwork' where only together we can succeed
- 10+ years of temperature controlled transportation experience

- 15 years of transportation management experience.

EXPERIENCE

UPS Freight - *Transportation Supervisor Two* 60 Woodlawn Street, West Hartford.

CT April 2018 to Present

- Maintain the Company's safety culture by completing daily driver safety messages, monthly comprehensive health and safety meetings, quarterly driver meetings, annual reviews, and enforce company policies to ensure DOT compliance and company safety requirements are being met.
- Administrative duties such as payroll, management of the Net-Revenue budget, driver counseling, accident reviews, filing and documenting, resolving pay issues, analyzing P&L statements, invoicing and/or creating operational or financial reports.

Accomplishments:

1. Assisted with the successful start up of new facilities in Iowa & Connecticut.
2. Reset safety expectations with staff and achieved over two years without an accident or injury.
3. Streamlined our safety training processes to ensure compliance

Burris Logistics - *Transportation Manager* 490 Brook Street, Rocky Hill, CT

April 2017 to -March 2018 & Transportation Supervisor September 2014 to April 2017

- Supervising daily transportation operations, planning and scheduling manpower.
- Responsible for scheduling double dispatches and backhauls in a manner that minimizes fleet miles and the need to outsource work to third parties
- Worked closely with Ryder and various body shops on a daily basis as well as attending weekly fleet maintenance meetings
- Involved in the screening, recruiting and hiring drivers on a daily basis.

Accomplishments:

1. Created a successful partnership with our customer focused on resetting the expectation on delivery pallet exchanges. Compiled weekly data on poor performing clubs, Burris drivers, & 3PL drivers. Worked with all parties involved to identify the win-win advantages of a healthy pallet exchange program. Increased Rocky Hills pallet exchange rate by over 30%.
2. Eliminated driving staffing issues by streamlining our recruitment processes and developing a rotating schedule for new hires.

The Martin-Brower Company, L.L.C. *Transportation Supervisor* 191

Moody Road, Enfield, CT

August 2006- September 2014

- Supervising daily transportation operations, planning and scheduling manpower and equipment of hourly workforce.
- Responsible for compliance with company, state, federal and local policies, regulations, DOT requirements and safety/health standards
- Worked closely with various vendors on a daily basis to insure all equipment was properly maintained and repaired in a timely fashion. Ensured proper

-
- completion of daily vehicle inspection reports (DVIR).
 - Responsible for all driver payroll

 - Took part in daily routing, holiday schedule routing, creating new master schedules and driver bid package development.
 - Compiled and reported numerous transportation related metrics then used this data to focus in on and resolve issues.

Accomplishments:

- Assisted with the successful start up of new facilities in Harriman, New York and Mason City Iowa.
- Reduced overall tractor idle time to 9% to pave the way for our centers ISO 14001 certification
- Participated in the Be Well Stocked program visiting Mcdonald's stores and identifying ways to improve delivery offload times and accurate ordering.

Stanley Steemer - Technician/Dispatcher

2003-2004 Carpet Technician, Hartford, CT

2004-2006 Dispatcher, Milford, CT

- Dispatching & Route Building
- Assigns jobs to vehicles based on customer time demands.
- Effectively routes jobs to maximize efficiency and customer satisfaction in both distance and driving time.
- Monitors crew status (in route, at job, at lunch, etc) at all times.
Supplies crew members with proper customer/job information needed to complete work.
- Monitors employee hours to help reduce overtime. Monitors and documents employee attendance records.
- Drafts work schedules for technicians.
- Handles problematic situations such as customer damages, unsatisfactory work, refusal of crews to complete work, or other sensitive situations.
- Keeps customers properly informed of crew status, i.e., when they are on the way, running late, early, or other information the customer may require.

Additional Qualifications

Knowledge of numerous transportation systems including: Xata/Xata Net/People Net/Manugistics/ Syntelic/ V4/ JD Edwards/ Zonar/TK Tracking/DriveCam/Kronos/ TMW/Paragon/Workday/Emerge

Completed training on the following topics: Union Avoidance/Reasonable Suspicion Drug Testing/Defensive Driver Training/Move Smart

Attended the World Food Logistics Organization (WFLO)

Attended a week long High Performance Work Practices (HPWP) seminar

Wethersfield High School Class Of 2002

KRISTEN FRUCHTENICHT (Akeley)

EDUCATION

Walden University, Minneapolis, MN

Ph.D – May, 2028

Early Childhood Leadership & Advocacy Major

Central Connecticut State University, New Britain, CT

6th Year - Educational Leadership, May 2019

Educational Leadership Major

University of Saint Joseph, West Hartford, CT

Master of Arts in Education, 2013

Early Childhood Education and Special Education Major

Salve Regina University, Newport, RI

Bachelor of Science in Education, 2010

Early Childhood Education Major, Special Education Minor

TEACHING EXPERIENCE

Teacher, 1st Grade, Previously Pre-Kindergarten, CREC Reggio Magnet School of the Arts, Avon, CT, July 2010 – Present

- Teach content area lessons using the following curriculums – Illustrative Math, Foundations, Lucy Calkins (Reading & Writing), Structured Literacy/Literacy How
- Create rules and routines with high expectations for all students.
- Conduct Reader's, Writer's and Math workshop lessons based upon above curriculum.
- Differentiate Phonics lessons based on the needs of the students using Foundations and Literacy How
- Evaluate students using a variety of assessment tools throughout all disciplines through the year.
- Use authentic assessment to collect data to plan rigorous instruction for every child in the classroom.
- Conduct Tier 2 and Tier 3 Interventions for students going through the Early Intervention Process.
- Collaborate with colleagues both on grade level and outside of grade level to ensure proper preparation for the upcoming year.
- Create and reinforce a positive learning environment for all students. Implement PBIS strategies on a daily basis.
- Data Team participant; analyze data, conduct data team meetings, and follow up with colleagues about their data and provide support if needed.
- Attend professional development workshops related to the Reggio Emilia Approach, Differentiation, Literacy in the Early Childhood Classroom, NAEYC, Cultivating Young Scientists Science Curriculum, Illustrative Math, Foundations & Structured Literacy.
- NAEYC point person for Administration during NAEYC Accreditation process.

LEADERSHIP ROLES

Professional Development Presenter

- Presented a portion of Cultivating Young Scientists – Structures with 3 other colleagues at the Keefe-Bruyette Symposium (March 2017) and CT STEM Conference (October, 2017)
- Presented a portion of Cultivating Young Scientists – Water during a district wide professional development day for Pre-Kindergarten teachers across the district

Culture & Climate Coach

- Collaborate with the other Culture & Climate Coach at Reggio, Administration, and the Culture & Climate team to create and implement new strategies to support the Culture & Climate initiatives
- Work closely with the other Culture & Climate Coach to create presentations and present on School Culture and Climate, and the Attendance Initiative on a monthly basis to all Reggio Staff

KELLY VANDEROEF (AMINITI)

SKILLS & ABILITIES	Reliable, very organized, flexible, experienced, and hardworking educator seeking a position.
EXPERIENCE	<p><u>First and Second Grade Teacher, Hartford Public Schools</u> July 2019 to Present</p> <p>Plan and implement grade appropriate lesson plans as well as differentiated lessons daily. Create a safe and inviting learning environment that meets the needs of all students. Work with students who have IEPs and implementing the goals and objectives in a safe and inviting classroom. Monitoring and collect data on students behavior and academic performance. Attending PPTs and MTSS meetings with student academic and behavior data. Completed TEAM program. On PBIS committee and on the Teacher of the Year Committee.</p> <p><u>Paraprofessional for Extended Summer Program, Bristol Public Schools</u> July 2019 to August 2019</p> <p>Assist teacher in lessons and activities for students. Provide one-on-one support for students. Work as a team with other teachers. Provide a safe, caring and friendly environment for learning to continue over the summer.</p> <p><u>Instructional Tutor, Solterra Academy formally known as CCMC School</u> September 2017 to June 2019</p> <p>Instructional Tutor in a grade 5 to 7 classroom. Work one on one with students and provide academic and behavioral support and monitoring on a daily basis. Assist in monitoring student behavior and performance. Demonstrate knowledge in the use of technology and materials by performing tasks which supports student function.</p> <p><u>Long-Term Substitute Teacher 3rd grade, Holmes Elementary School, New Britain</u> <u>Long-Term Substitute Teacher Kindergarten, Chamberlain Elementary School, New Britain</u> February 2017 to April 2017 and from April 2017 to June 2017</p> <p>Plan, organize, and implement appropriate instructional lessons in a learning environment that guides and encourages students to develop and fulfill their academic potential. Fostered a classroom environment conducive to learning and promoting excellent student/teacher interaction. Participated in faculty meetings and parent conferences.</p>
EDUCATION	<p>Received High School Diploma from Bristol Eastern High School, graduated in June 2011</p> <p>Central Connecticut State University, New Britain CT, September 2011 to May 2019</p> <p>Graduated December 2016- Earned Bachelor's Degree in Elementary Education- GPA 3.13</p> <p>Graduated May 2019- Earned Master's Degree in Special Education- GPA 3.97</p> <p>Received CT Teaching Certification July 2019</p>
REFERENCES	<p>Erin Tingley, 1st Grade Teacher Fred D. Wish Elementary School, Hartford, CT (860-377-2448)</p> <p>Jocelyn Perlini, 5th Grade Teacher Green Hills School, Bristol, CT (860-406-1729)</p> <p>Tamar Perez, Special Education Teacher, Fred D. Wish Elementary School, Hartford (860-354-9741)</p> <p>Jessica Plannas, 4th Grade Teacher Vance Elementary School, New Britain CT (860) 794-4582</p> <p>Brie Zimmermann, Special Education Teacher Solterra Academy, New Britain (860)328-5528</p>

FRIECKA BALDWIN

PROFESSIONAL EXPERIENCE

WATERTOWN PUBLIC SCHOOL SYSTEM, WATERTOWN CONNECTICUT

Mathematics Specialist Grades 6-8 2018-present

- Develop district wide professional development for teachers based on the Five Practices and Orchestrating Mathematical Discourse.
- Developed and facilitated state wide Illustrative Math Consortium regarding the implementation of Illustrative Mathematics
- Assisted in developing a research based synopsis in regards to the current math situation in Connecticut and suggested next steps for the State Department of Education
- Created a district 6-8 math placement draft using qualitative and quantitative data.
- Facilitate the review, evaluation, and integration of mathematics resources.
- Provide resources to support student engagement during hybrid and remote learning.
- Work with teachers to plan, implement, and to reflect on mathematics instruction using the state and district goals.
- Facilitate and develop Illustrative Mathematics consortiums involving teachers from around the state.
- Collaborate with teachers, administrators and district supervisors to make data driven decisions for district math goals.
- Analyze data and assist the administrative team in developing corrective action plans.
- Facilitate small group math interventions.

CHAPEL HILL CARRBORO CITY SCHOOLS, CHAPEL HILL NORTH CAROLINA

Math Coach 2014-2018

- Develop district wide professional development for teachers to create district and state aligned units using Understanding By Design (UbD) framework.
- Develop and implement district wide professional development revolving around National Council of Teachers of Mathematics (NCTM) instructional practices.

- Collaborate with other departments (SPED, Science, AIG) to identify trends and areas of growth.
- Provide daily coaching and mentoring support to teachers using research-based mathematical practices.
- Use technology as a tool to gather data, inform and collaborate with parents and students.
- Assess skills and needs (both initially and ongoing) of teachers and students within a school setting for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement.
- Model best practices in mathematics instruction with teachers as active participants.
- Assists teachers in analyzing and interpreting student performance to make informed instructional decisions.
- Work with parents to understand the district's math philosophy and math pathways.
- Work with counselors to understand and communicate with parents about math placement, assessments and opportunities.

GUILFORD COUNTY SCHOOLS, GREENSBORO NORTH CAROLINA

Math Teacher January 2000 - 2014

- Prepare course materials such as syllabi, homework assignments, and handouts.
- Maintain regularly scheduled office hours to advise and assist students.
- Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction.
- Keep abreast of developments and technological advances in the mathematical field by reading current literature, talking with colleagues, and participating in professional conferences.
- Collaborate with colleagues to address teaching and research issues.
- Serve on academic or administrative committees that deal with institutional policies, departmental matters, and academic issues.
- Perform administrative duties such as serving as department head.
- Act as advisers to student organizations.
- Participate in campus and community events.

EDUCATION

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Bachelors of Science

Middle Grades Education, June 2000

PHOENIX UNIVERSITY

Master's in Curriculum and Instruction, Oct 2011

Highlights

- Developed and facilitated state wide consortium regarding the implementation of Illustrative Mathematics
- Member and Treasurer of Connecticut Council of Leaders of Mathematics (CCLM)
- Assisted in developing a research based synopsis in regards to the current math situation in Connecticut and suggested next steps for the State Department of Education.
- Completed Center for School Change Coaching Institute Series.
- Presented at the North Carolina Middle School Conference regarding underrepresented students in gifted programs
- Presented at the Middle School Summit at Appalachian State University regarding "What does gifted look like?"
- Designed district professional development regarding research-based instructional practices from the National Council of Teachers Mathematics
- Created and Implemented district wide aligned benchmarks
- Presented at a regional level regarding best practices
- Co-chaired for 2 years on the PBIS committee
- Teacher leader
- Nominated teacher of the year 7 times
- Voted rookie of the year
- Presented at conferences on curriculum and instruction

- Worked on developing school improvement plans
- Created formative assessments at the district level
- Recognized for having consistent high added value data

AMBER LYNNE BROWN

Summary: To obtain a position where I can provide the opportunity for children to learn and grow personally to become outstanding moral citizens.

Education: Concordia University of Nebraska Seward, NE December 16, 2017
Master's Degree in Education
G.P.A. 3.9
University of Maine Orono, ME December 17, 2010
Bachelors of Science in Elementary Education
G.P.A. 3.6

Certifications:

- Connecticut Provisional Educator Teacher Certification K-6 (013)
- Heartsaver First Aid, CPR, AED

Experience:

December 2019- Present

- o First Grade Teacher, Verplanck Elementary School Manchester, CT
- Member of the school based Equity Committee.
- Implemented workshop model for literacy and math curriculum.
- Used Social Emotional Learning curriculum to develop character and problem solving skills.
- Learned and instructed Equity read aloud and lesson plans to engage in conversations around race, celebrating diversity and cultural awareness.
- Assessed and monitored student progress using multiple data sources in both literacy and mathematics.

August 2014-December 2019

- o Kindergarten, First Grade & Fourth Grade Teacher, Maria Sanchez Elementary School
Hartford, CT
- Taught kindergarten for two years and first grade for three years.
- Used Expeditionary Learning practices to create crew lessons that focus on developing character.
- Assessed and monitored student progress using multiple data sources in both literacy and mathematics.
- Created and modified flexible intervention groups to meet student's academic needs.
- Wrote and edited the kindergarten literacy curriculum adopted by Hartford Public Schools.
- Facilitated professional learning sessions around the literacy curriculum.
- Member of School Governance Council.

August 2013-June 2014

- o Associate Teacher, Betances Early Reading Lab Magnet School Hartford, CT
- Created science enrichment lessons for kindergarten and first grade which aligned with Hartford's science curriculum.
- Taught intervention guided reading and phonics groups in first grade, using research-based, systematic programs.
- Received inquiry-based science training from the Connecticut Science Center to apply to science enrichment classes.
- Presented professional development on classroom behavior management to the school.
- Substituted as needed for grades pre-kindergarten through third.

August 2012-June 2013

- o Graduate Intern, Breakthrough Magnet School Hartford, CT
- Completed a six-week long-term substitution for a pre-kindergarten/kindergarten multi-age classroom.
- Completed yearlong classroom management training, known as Systematic Training for Effective Parenting, to implement in the school.
- Substituted as needed for grades pre-kindergarten through eighth.

ERIN DOUGHERTY

PROFESSIONAL SUMMARY

Experienced elementary educator committed to preparing young students to become life long learners. Models diverse academic knowledge along with nurturing and enthusiastic presence that energizes students. Forms partnerships with parents and other education professionals to deliver learning and emotional support each child needs.

SKILLS

- Collaborative and Team-Oriented
 - Computer Proficiency Virtual Learning
 - Well Versed in Popular Curriculum
 - Cooperating Teacher Mentor
 - Higher Order Thinking Questioning
 - Strong Work Ethic and Dependable
 - Experience with Diverse Student Populations
 - Trauma Informed
 - Classroom Management
 - Co- Teaching
-

WORK HISTORY

KINDERGARTEN TEACHER 09/2013 to 07/2022

Hillside Board Of Education, Hillside, NJ

- Created, managed and participated in variety of learning environments and activities to support opportunities for students to develop full potential and achieve learning objectives.
- Provided guidance on policies and initiatives for kindergarten teaching team.
- Arranged parent-teacher conferences to address student progress and collaboratively set goals for areas of improvement.
- Encouraged and prepared students to become independent readers through systematic, multi-sensory instruction in phonemic awareness and decoding skills.
- Assessed comprehensive student growth across academic, social and personal skills.

FIRST GRADE TEACHER 11/2012 to 06/2013

Hillside Board Of Education, Hillside, NJ

- Assessed student learning progress and comprehension with routine tests and standardized examinations.
- Stayed abreast of changes to school and district policies as well as new trends in education by attending professional development courses and in-service trainings.
- Built positive relationships with parents to involve families in educational process.
- Taught lessons encompassing skill-building activities in speaking, writing, reading and listening.
- Drove student learning by establishing clear classroom plans and group objectives, as well as actionable strategies to achieve each goal.

INSTRUCTIONAL ASSISTANT 09/2011 to 11/2012

Hillside Board Of Education, Hillside, NJ

- Provided support during classes, group lessons and classroom activities.
- Organized and guided skills practice, research and memorization tasks for students.
- Created lesson materials, visuals and digital presentations to supplement lesson plans.

LONG-TERM CERTIFIED SUBSTITUTE TEACHER 09/2010 to 06/2011

Hillside Board Of Education, Hillside, NJ

- Repeatedly requested as substitute teacher by teachers based on excellent past referrals and trusted performance.
- Kept students on-task with proactive behavior modification and positive reinforcement strategies.
- Collaborated with teaching staff to implement coordinated educational strategies and student support networks.

KINDERGARTEN TEACHER 09/2009 to 06/2010

Kiddie Academy, Branchburg Township, NJ

- Identified characteristics, needs, abilities and problems of each child through personal interaction and progress reports to optimize approaches.
- Applied evidence-based practices for classroom management to enhance learning results.
- Collaborated with other faculty and staff to promote rigorous learning opportunities, general well-being of school and collective interest of staff and student body.

LONG-TERM CERTIFIED SUBSTITUTE TEACHER 09/2008 to 06/2009

Manchester Board Of Education, Manchester, NH

- Took over class for regular classroom teacher, managing assignments, student needs and recordkeeping.
- Provided instruction for students in core subject areas.
- Organized lesson plans using teaching software for long-term interim assignments.

EDUCATION

Keene State College, Keene, NH

Bachelor of Arts, Elementary Education, 05/2008

Governor Livingston High School, Berkeley Heights, NJ

High School Diploma, 06/2004

LEADERSHIP

- Hosted and mentored five student interns from both Montclair State University and Kean University
- Served on the Westfield Daycare Board of Trustees as Parent Representative
- Attended the *Partnership for Systemic Change Peer Teacher Workshops*
- Facilitate and turn key information during common planning PLC

Amanda B. Drew

Objective

Driven and focused School Psychologist with experience working in the K-12 school setting to help students thrive academically, socially, emotionally, and behaviorally. Ambitious, detail-oriented individual experienced in counseling, consultation, collaboration, and psychological assessment.

Qualifications

Sixth Year Certificate, Nationally Certified School Psychologist May 2019
Licensed Professional Counselor, *anticipated 2022/2023*
ADOS-2 Certification (Autism Diagnostic Observation Schedule, Second Edition)
Trained in School Crisis Prevention and Intervention (PREPaRE I and II)
Certified in Cardiopulmonary Resuscitation (CPR) and First Aid
CBITS (Cognitive Behavioral Intervention for Trauma) Training Certificates

Education

Fairfield University, SYC in School Psychology, May 2019, Master's Degree in School Psychology, August 2017
Central Connecticut State University, Bachelor of Arts in Psychology, Minor in Business Management, May 2016
Southern Connecticut State University, *August 2012 - May 2014*

Professional Experience

Memorial Middle School, Middlebury CT, *August 2019-Current*

- Created and facilitated 'Mustang's Matter' student club to improve school climate
- Created an adult faculty school climate club to increase staff morale
- Counseling caseload of 30, daily walk-in counseling and crisis management
- Conduct approximately 30-50 psychoeducational evaluations per year

Bedford Middle School, Westport CT, *August 2018-June 2019*

- Provided parent and teacher consultation services
- Assisted in teaching a Dialectical Behavior Therapy (DBT) skills-based class, full year
- Spirit and Leadership Club Advisor, full year, RULER Committee, half year
- Facilitated in the coordination and management of 504 accommodations

Cooperative Educational Services, Therapeutic Day Program, Trumbull, CT, *May 2018 - June 2018*

- Facilitated individual and group counseling K-12
- Consultation with teachers to improve classroom management

Central High School, Bridgeport, CT, *January 2018 - April 2018*

- Created and implemented group activities for peer mentoring to increase self-esteem
- Psychology Club Advisor, ran meetings, activities, and facilitated student research
- Participated on the RULER committee and SEL team to encourage restorative practices

Literacy How, Assessment Administrator, Fairfield, CT

Early Language and Literacy Initiative (ELLI), *September 2016-May 2018*

- Administered the following assessments to preschool students ages 2-5; Woodcock-Johnson IV Oral Language, Test of Pragmatic Language 2, Clinical Evaluation of Language Fundamentals 5, Peabody Picture Vocabulary Test 4

Other Work Experience

Pearson Assessment, Field Research, data collection administering unpublished versions of assessment *2020-2021*

Department of Sports and Recreation, Live-in Sports Club Program Coordinator, Fairfield University, *August 2016-Present*

Graduate Assistant GSEAP, Fairfield University, *August 2016-August 2018*

Livable City Initiative, Section 8 Department, Summer Internship, New Haven, CT, *June 2016- August 2016*

Central Connecticut State University, Registrar's Office, New Britain, CT, *September 2014-May 2016*

Research

Dr. Paula Gill Lopez, Fairfield University, *Graduate Research Assistant, 2016-2019* "Project Self-Care" reduce burnout Workshop presentation, National Association of School Psychology (NASP) Conference, 2019
Poster presentation at National Association of School Psychology (NASP) Conference, 2018
Poster presentation at Northeastern Research Association (NERA) Conference 2017

Dr. Kristen Medeiros, Dr. Andrea June, CCSU, *Research Assistant and Independent Study August 2015 - May 2016*, Literature review and Senior Center program evaluation

Organizations/Leadership

Connecticut Association of School Psychologists (CASP), September 2018-Present

Executive Board Member, titled Graduate Student Liaison

Program Committee Member/Volunteer

Crisis Committee Response Team

National Association of School Psychologists (NASP) Conference 2019

Leadership and Development Program, *Nominated by CASP*

Social Skills Mentor Program for students with ASD, Bedford Middle School, *Spring 2019*

Well-being Challenge, Wellness Initiative, Fairfield University, *Fall 2018*

Advocacy Committee Chair, Fairfield University, *September 2017 - Present*

Conversations in School Psychology Planning Committee, Fairfield University, *September 2016-Present*

Mentor Committee, Fairfield University, *August 2016- Present*

Psychology Club Executive Board Member, Central Connecticut State University, *September 2013 - May 2016*

Psi Chi National Honors Society Organization, Central Connecticut State University, *September 2014 - 2015*

Director of Podcasts

Student-Faculty Relations Committee, Central Connecticut State University, *February 2015 - August 2015*

Student Services Collaboration Committee, Central Connecticut State University, *January 2015 - May 2016*

Honors/Awards

Outstanding Service Award to the Department of Psychological Science 2016

Outstanding Graduate Research 2016

Academic Excellence Award Spring 2016

Golden Key International Honour Society 2015 - Permanent Membership

Certification of Appreciation by Student Services Collaboration 2015

Outstanding Service Award to the Department of Psychological Science 2015

Psi Chi National Honor Society, 2013 - Permanent Membership

Volunteer Work

RULER parent training, Westport, 2018

Jumpstart program events, New Britain, 2016

Fresh-Check Day, Suicide Awareness, New Britain, 2016

Professional Development

CBITS (Cognitive Behavioral Intervention for Trauma in Schools) Certified

ADOS-2 Certification (Autism Diagnostic Observation Schedule, Second Edition)

PREPaRE School Crisis Prevention and Intervention (I and II)

Leadership in School Safety and Crisis Response: Advocacy Planning, NASP

The Will to Govern Well: Building Leadership Effectiveness in School Psychologists, NASP

ALICE Exposure to Active Shooter Response Training

Advanced Executive Functioning Assessment and Interventions, Xan Lopez In-Service, CASP

New School Psychologist Orientation, CASP Fall 2018

Restorative Practices, two-day training, JoAnn Freiberg

Advanced Threat Assessment: Best Practice Updates/ Case Study Review, Melissa Reeves

Advanced Skills in Implementing CBT in School Setting, Melissa Reeves

Tough Kids, Cool Counseling: Top Techniques for influencing Challenging Students, Joan-Sommers-Flanagan

Michelle Filippone

EXPERIENCE

City Hill Middle School - Naugatuck, CT — Science Teacher

December 2020 - PRESENT

- Works with Director of Curriculum to restructure and improve science curriculum to better meet NGSS standards
- Leads professional developments focused on the newly adopted curriculum
- Accommodates and modifies assignments in accordance to student's IEP and 504 documents for all grade level assessments
- Selected to and attends Restorative Practice Trainings
- Educates faculty on knowledge obtained from Restorative Practice Trainings
- Regularly attends faculty meetings, team meetings and department meetings to reflect on teaching practice and make improvements

Naugatuck High School - Naugatuck, CT — Intern/Student Teacher

January 2020 - December 2020

- Shadowed veteran teachers across all subject areas
- Attended Paul Anderson's professional developments on inquiry based learning
- Awarded long term substitute position in mathematics (3 months)
- Sat in on faculty meetings and department meetings
- Took part in professional developments geared towards equity

Substitute Teacher

August 2019 - January 2020

- Long River Middle School - Prospect, CT
- Tyrrell Middle School - Wolcott, CT
- Wolcott High School - Wolcott, CT
- Wakelee Elementary School - Wolcott, CT
- Alcott Elementary School - Wolcott, CT

Unilever - Trumbull, CT — Specifications Administrative Coordinator

August 2018 - August 2019

- Created technical specifications related to packaging, formulation and ingredients for Unilever owned brands
- Met managements deadlines on all assignments
- Utilized applications such as Microsoft Office and SAP NetWeaver

EDUCATION

Sacred Heart University
Masters of Arts in Teaching
Graduated December 2020

Central CT State University
Bachelor of Science: Biology
Graduated August 2018

AWARDS

Leeds M. Carluccio Award
Awarded for Outstanding
Leadership and Service by
the Biology Department of
Central CT State
University

APPLICATIONS

- Google Suite
- InnerOrbit
- GIZMOS
- Pear Deck
- Flocabulary
- Polls Everywhere

AMANDA A. FITZPATRICK

SKILLS & ABILITIES

- Coached soccer and basketball
- Patient
- Compassionate
- Polite in American Sign Language

EXPERIENCE

EDADVANCE, LITCHFIELD, CT

Position: Special Education Teacher (*Steps at East School*)

January 2020– June 2022

- Implementing Individual Education Programs and behavioral plans
- Modifying lesson plans
- Collaborating with staff and families
- Managing behavioral issues
- Attended Professional Development Training, PPT Meetings and Staff meetings

INSTITUTE OF PROFESSIONAL PRACTICE, MERIDEN, CT

Position: ABA Behavioral Therapist (*Wolcott School District*)

April 2018– January 2020

- Implementing Individual Education Programs and behavioral plans
- Writing progress reports
- Modifying lesson plans
- DTI Instruction/Push - In instruction & Pull Out support
- Collaborating with staff and families
- Managing behavioral issues

WINDSOR PUBLIC SCHOOLS, WINDSOR, CT

Position: Long term Substitute - Special Education Teacher *September*

2017– October 2017 (Sage Park Middle School)

- Writing and Implementing Individual Education Programs
- Attending Planning & Placement Team Meetings
- Modifying lesson plans
- Push - In instruction & Pull Out support
- Managing Paraeducators
- Communicating with staff and families
- Managing behavioral issues

Position: Long term Substitute - ABA Special Education Teacher

October 2017– January 2018 (Poquonock School)

- Writing & Implementing Individual Education Programs
 - Attending Planning & Placement Team Meetings
 - Modifying lesson plans
 - DTI Instruction & Pull Out support
 - Managing Paraeducators
-

- Communicating with staff and families
- Implemented the Picture Exchange Communication System with students on the Autism Spectrum
- Managing behavioral issues

Position: ABA Special Education Paraeducator *January 2018- April 2018 (John F. Kennedy School)*

- Implementing Individual Education Programs
- Modifying lesson plans
- DTI Instruction & Pull Out/Push in support
- Communicating with staff and families
- Implemented the Picture Exchange Communication System with students on the Autism Spectrum

HARWINTON CONSOLIDATED SCHOOL, HARWINTON, CT

Position: Special Education Teaching Assistant *September 2015 - September 2017*

- Work 1:1 with students' who have disabilities
- Modifying lesson plans
- Implemented the Picture Exchange Communication System with students on the Autism Spectrum
- Connecticut Odyssey of The Mind Judge for five years

EAST ELEMENTARY SCHOOL, TORRINGTON, CT

Position: Special Education Student Teaching *January 2017 - April 2017*

- Generated and incorporated learning strategies for students with learning disabilities for grades K-5
- Lead literacy groups for 1st grade
- Administered tests of achievement, reading assessments, and mathematic assessments
- Attended Professional Development Training, PPT meetings, and Staff meetings
- Used IEP Direct when documenting students' data

KINDERCARE LEARNING CENTER, TORRINGTON, CT

Position: Infant/Toddler Teacher *December 2013 - September 2015*

- Engaging with children from one month to 12 years of age
- Working together with Staff and parents
- Implementing curriculum into lesson plans

EDUCATION

GRAND CANYON UNIVERSITY, PHOENIX, AZ, MASTERS DEGREE

Special Education K-12

- Graduated April 2017
- 3.5 GPA

BAY PATH COLLEGE, LONGMEADOW, MA, BACHELORS DEGREE

Liberal Studies

- Graduated May 2013
- 2.5 GPA
- Minor in Education and Psychology

KRISTEN FRUCHTENICHT

- Plan and lead monthly Culture & Climate committee meetings
- Attend Tri-Annual District Culture & Climate Meetings with all Coaches and Administrators from around the district

Miss Connecticut Vice President of Business Operations & Business Manager

- Work closely with the Miss Connecticut Board of Directors
- Oversee the daily operations of a Non-Profit Organization
- Contact person for all organizations and individuals requesting Miss Connecticut/Miss Connecticut's Outstanding Teen at their events
- Plan and organize Miss Connecticut & Miss Connecticut's Outstanding Teen's daily calendar

TECHNICAL SKILLS

Highly proficient in all Microsoft Office applications such as Word, PowerPoint, and Publisher;

Highly proficient in the Google Platform

Highly proficient in Powerschool

Mr. Jesse Garcia

OBJECTIVE: To obtain a position as a Guidance Counselor

EDUCATION: College of St. Rose Queens, NY

04/17-06/18

Bilingual Extension program

* Completed coursework for bilingual extension in education

* Obtained New York State certification August 2018

* Cumulative GPA 3.8

9/04-1/06 **Touro College** New York, NY

Masters of Science

Major: Special Education and Early Childhood Education Birth –Grade 2

Cumulative GPA 3.9/4.0

1/01-6/02 **St. John's University** Jamaica, NY

Professional Diploma in Counseling

Concentration: Bilingual School Guidance and Counseling

Cumulative GPA 3.81/4.0

9/96-1/00 **St. John's University** Jamaica, NY

Masters of Arts

Major: Bilingual School Guidance and Counseling

Cumulative GPA 3.6/4.0

* Dean's List honorary 1999 and 2000

9/91-1/96 *Major: Bachelors of Art in Paralegal Studies*
Minor: Associates of Art in Business Administration
Cumulative GPA 3.29/4.0

EXPERIENCE: Waterbury Public Schools Waterbury, CT

11/21-Present

Bilingual Kindergarten Teacher

* Work with bilingual students teaching them basic academic skills

* Utilize iReady, Amplify and Wonders programs

* Attend 504 meeting and IEP meetings as necessary

* Use bilingual methodology with foundations for basic teaching

* Complete assessments use as Dibels and Idel

09/-Present **New York Therapy Placement Services** Farmingdale, NY

Bilingual Spanish SEIT/ EI Specialist/ Evaluator/SETSS

* Work with Autistic and Special Needs children

* Complete annual and quarterly reports as needed

* Assist the children in a push-in setting

* Provide assistance to the teachers and administration as needed

* Complete evaluations using the DAYC-2 and the HELP checklist

06/19-Present 04/08-09/13	<p>Theracare/Academy of Young Minds <i>Service Coordinator/Evaluator/Early Intervention Specialist</i></p> <ul style="list-style-type: none"> * Worked with the B23 program serving children with special needs * Completed Individualized Family Service Plans * Completed ABA lesson plans and programs * Provided interpretation services when needed * Acted as a liaison between the school districts and the families 	Norwalk, CT
03/14-03/2019	<p>Our Children First <i>Special Instructor/ABA teacher and evaluator</i></p> <ul style="list-style-type: none"> * Worked with children ages 1-3 with special needs and with ASD * Assisted the children learn age appropriate skills * Completed progress reports and updated the IEP or IFSP as needed * Submitted annual reports to the district office for annual meetings 	Bronx, NY
10/07-9/08	<p>Theracare <i>Lead and Special Instructor</i></p> <ul style="list-style-type: none"> * Worked with children with special needs in the EI Department * Completed reports, IFSP's and IEP's as required 	Bronx, NY
03/06-06/08	<p>Bilingual SEIT Inc. <i>SEIT</i></p> <ul style="list-style-type: none"> * Worked with students with general disabilities * Assisted the children learn age appropriate skills * Attended annual IEP meetings * Provided assistance to families as needed 	Flushing, NY
01/04-09/13	<p>YAI/NYL Lifestart <i>Special Instructor: ABA, EI and SEIT</i></p> <ul style="list-style-type: none"> * Worked with children with autistic tendencies using ABA methodology * Attended district meeting as necessary * Worked as the team leader to coordinate services for the children * Attended community outing to help the children learn in a natural setting * Created discrete trial programs according to the child's needs 	New York, NY
02/01-8/05	<p>Bilingual SEIT <i>Head Teacher</i></p> <ul style="list-style-type: none"> * Worked with children in an UPK * Completed Screenings for the children as they entered the school year * Made curriculum- based lesson plans * Assisted the children during classroom sessions 	Queens, NY
9/01-5/02	<p>St. John's University-School of Education <i>Clinical Associate</i></p> <ul style="list-style-type: none"> * Mentored neophyte Guidance Counselors for their Practicums * Reviewed weekly sessions that the counselors conducted at their sites * Advised the counselors of techniques they can use with their clients * Helped the counselors develop sound and practical skills 	Jamaica, NY

**EDUCATIONAL
LICENSES:**

- * Early child/Elementary Ed. N-3 and Special Ed. N-k (CT 113)
- * Special Education; Comprehensive, Grades K through 12 (CT 165)
- * Profession Licenses: Early Childhood and Special Education (NY)
Level: Birth-Grade 2 and grades 1-6
- * NYS professional Bilingual Education certification

**VOLUNTEER
WORK:**

- * Non-Sectarian Church of God-Ordained Minister 04/19-Present, Bronx, NY
- * La Iglesia de Dios Inc.-Ordained Minister 9/13-02/18 Fall River, MA
- * Citizens for Citizens- Executive Board Member 1/14-003/18 Fall River, MA

REFERENCES:

Will be given upon request

Elaine Honig, M.S.Ed.

EDUCATION

Queens College City University of New York, Queens, NY
Master of Science in Education, School Psychology

May 2018

College of Staten Island City University of New York, Staten Island, NY
Bachelor of Science in Psychology

January 2015

EXPERIENCES IN SCHOOL PSYCHOLOGY

School Psychologist, August 2018-Present

John S. Martinez Magnet School & Conte West Hills Magnet School, New Haven Public Schools, New Haven, CT

- Administer, score, and interpret intellectual, academic, and behavioral evaluations
- Complete approximately 50 initial and triennial psycho-educational evaluations per year
- Attend PPT meetings and participate in the development of programs and interventions
- Participate in SSST meetings to create tier 2 and 3 intervention plans
- Create FBAs and BIPs; monitor the effectiveness of interventions using data-driven practices
- Teach social-emotional learning lessons using SecondStep and MindUp curriculums
- Engage in daily check-ins with students
- Respond to behavioral and mental health crises as needed
- Provide individual and small group counseling services
- Create and lead staff professional development meetings as needed
- Consultation

School Psychology Intern, February 2018-June 2018

Pequenakonck Elementary School & North Salem Middle/High School, North Salem, NY

- Conducted psycho-educational evaluations
- Reviewed assessment results with parents and presented at CSE meeting
- Conducted individual and group counseling at the elementary and middle/high school level
- Participated in Child Study Team meetings
- Conducted FBAs and created BIPs
- Co-facilitated suicide prevention and intervention professional development to staff at the middle/high school level

School Psychology Intern, September 2017-February 2018

Valley Stream Memorial Junior High School, Valley Stream, NY

- Conducted psycho-educational evaluations
- Participated in Child Study Team meetings to create and subsequently provide pre-referral interventions
- Provided counseling for students at the individual and group level using Coping Cats and SuperFlex curriculums
- Input standardized test scores into IEP Direct
- Attended District meetings, IEP meetings, and CSE meetings

School Psychology Intern, September 2017-February 2018

Hewlett Elementary School, Hewlett, NY

- Conducted psycho-educational initial and triennial evaluations
- Provided counseling for students at the individual and group level using 101 Ways to Teach Children Coping Skills and Zones of Regulation curriculum
- Co-facilitated Banana Splits groups with School Social Worker using Complete Group Counseling Program for Children of Divorce
- Input standardized test scores and student data into IEP Direct
- Generate process logs using IEP Direct
- Draft IEPs using IEP Direct

School Psychology Extern *January 2017-May 2017*
Valley Stream Central High School, Valley Stream, NY

- Conducted one initial and three triennial psycho-educational evaluations
- Provided individual counseling services to a student to address difficulties with anxiety
- Engaged in teacher consultation in order to implement a student self-monitoring behavioral intervention plan
- Presented findings of psycho-educational evaluations at CSE meetings
- Completed student observations and teacher interviews

RELATED EXPERIENCE

Educational Paraprofessional *January 2016-November 2017*

P.S. 253Q, Far Rockaway, NY

- Pre-K Classroom paraprofessional for the 2016-2017 school year
- Assisted teacher with class work and/or assisted with the daily care of students
- Facilitated one-on-one or small group instruction as outlined by the classroom teacher
- Guided and assisted students with class routines and in transitioning from one activity to the next
- Reinforced behavior through the use of positive behavior support systems
- Taught students, under direction of the classroom teacher in the following areas: recreation, motor, socialization and communication skills
- 1:1 health paraprofessional for the 2015-2016 school year
- Provided first aid care for a student diagnosed with Type 1 Diabetes
- Monitored student at all times and communicated with school nurse regarding illnesses during school hours

Substitute Paraprofessional *September 2015-December 2015*

New York City Department of Education, New York City, NY

- Contacted on an as-needed basis to cover absences reported by school-based full-time paraprofessionals
- Assist teachers with class work and/or assist with the daily care of students with emotional, cognitive, physical handicaps, autism and other special needs

Student Intern *September 2014-December 2014*

The GRACE Foundation of New York, Staten Island, NY

- Monitored all assigned program participants diagnosed with Autism Spectrum Disorder
- Ensured the safety of all children
- Implemented effective teaching/prompting techniques with children
- Facilitated small group social skills training programs
- Assisted children in all recreational activities
- Led individualized positive reinforcement plans
- Communicated any family/participant concerns to group leader and/or program coordinator
- Maintained an open positive relationship with family members to meet the needs of each child

LEADERSHIP EXPERIENCE

Mentor

Queens College School Psychology Buddy Mentorship Program, Queens, NY

- Linked to first year students to support them in their transition to the school psychology graduate program

Jessica Hubina

Education

June 2019-August 2021

Master of Science in Education: Specialization in Curriculum, Instruction, and Assessment

Walden University-Minneapolis, MN

August 2014-December 2018

Bachelor of Science in Elementary Education: Concentration in English

Central Connecticut State University-New Britain, CT

Experience

August 2020-Present

Grade 5 Teacher

Gaffney Elementary School, New Britain, CT

- Attended NBU Professional Development weekly
- Collaborated with colleagues in weekly data talks
- Nominated for Teacher of the Year June 2022
- Shining Star Committee to bring positive experiences to the school community for staff and students

March 2019-June 2019

Literacy Intern

Hubbell Elementary School, Bristol CT

- Utilized Fountas & Pinnell Leveled Literacy Intervention in order to help students improve specific reading skills.
- Collaborated with classroom teachers to set learning goals for the students.
- Met with literacy coach to go over strategies to help improve student reading levels.
- Substituted daily for grades K-5 when needed.

December 2018-March 2019

Long-term Substitute: Fourth Grade

Hubbell Elementary School, Bristol, CT

- Cultivated a safe, nurturing, academic learning environment for all students.

- Implemented and developed my own lessons.
- Differentiated instruction to move all students forward.
- Utilized Reading, Writing, and Math Workshop Model during tier 1 instruction.
- Communicated with families via email and phone.
- Collaborated with literacy and math interventionists to discuss learning targets and student progress.
- Attended every faculty meeting and team collaboration meeting.
- Worked with Second Step Social-Emotional Learning Curriculum.

May 2015-August 2018

Teacher's Assistant

Human Resource Agency of New Britain: Ben Franklin Head-Start Pre-school, New Britain, CT

- Assisted the lead teacher in supervising and caring for children between the ages 2-5.
- Planned and implemented a variety of lessons/activities to support early academic growth.
- Communicated with parents daily about their child's behavior, health, and progress.
- Instructed and supported children in using strategies to improve social-emotional and self-regulation skills.
- Attended many professional development workshops throughout each year.

Awards

- President's and Dean's List-Central Connecticut State University 2018
- Jumpstart Program- Central Connecticut State University 2015
- Captain of State Champion Volleyball Team- Bristol Eastern High School 2012

Skills

- Trained in Reading, Writing and Math Workshop model
- Trained in Next Generation Science Standards (NGSS)
- Trained in Fountas and Pinnell Leveled Literacy Intervention System
- Utilize Google Suite
- Trained in Microsoft Office
- Trained in Smart Notebook
- Trained in PowerSchool
- Trained in CPR, First Aid, and DCF
- Trained Waterpark Attendant at Lake Compounce Amusement Park

Central Connecticut State University Teaching Experience

Student Teaching: Emerson Williams Elementary School Wethersfield, CT Grade 4

General Field Experience:

- Emerson-Williams Elementary School-Wethersfield, CT Grade 4
- Greene-Hills Elementary School-Bristol, CT Grade 2
- Holmes Elementary School-New Britain, CT Grade 1
- Smalley Academy-New Britain, CT School Grade 2

References**Anita Fazio**

Principal of Gaffney Elementary School
(860) 538-2913
fazio@csdnb.org

Paula Visconti

Grade 5 Teacher at Gaffney Elementary School
(860) 402-8433
visconti@csdnb.org

Jacqueline Bingham

Grade 5 Teacher at Gaffney Elementary School
1 (516) 287-7506
bingham@csdnb.org

Mackensie Mulvihill

Career Objective:

To ensure a compassionate, inclusive, effective, professional outlook on teaching, working towards becoming an elementary school teacher; educating students in a positive and inclusive learning environment.

Education and Certifications:

State University of New York at Cortland, Cortland, NY

2019- present

- Masters of Science in Education, Literacy Education (B-12) LTE

State University of New York at Cortland, Cortland, NY

2015- 2017

- Bachelors of Science in Early Childhood and Childhood Education: Social Sciences (Birth-6)
- Deans List 4 Semesters, GPA 3.54, Graduated with Magna Cum Laude Honors.
- Dual certified from birth-6th grade.

Employment and Teaching Related Experience:

- 3rd Grade Teacher, Central Elementary School (September 2021-Present)
- Probationary Teacher; 1st Grade, Roxboro Road Elementary School (Sep. 2019- June 2021)
 - Member of district's ELA Curriculum Mapping and Pacing Committee (2019-2021)
- Long-Term Substitute Teacher; Kindergarten, Roxboro Road Elementary (Sep. 2018-June 2019)
- Substitute Teaching: (May 2018- June 2018)
 - Jamesville DeWitt Central Schools
 - Central North Syracuse Schools
- Short Term Substitute Teacher, 3rd Grade (December 2017- March 2018)
C Grant Grimshaw, 5957 US Rt. 20, Lafayette, NY 13084
- Child Care Provider YMCA, 200 Towne Dr., Fayetteville NY 13066 (2013-2018)
 - Part-time position to aid with college expenses. While simultaneously providing real world experience/interactions with young children.
- Babysitter (2009-2018)
- Nanny (2016-2017)
 - Trusted to care for and ensure well-being of children
 - Developed a passion for working with children

Teacher Candidate Experiences:

- Student Teaching/ Observing, Onondaga Community College, On-campus Pre-K (2014)
- Field Work, State University of New York at Cortland, Infant Facility (2016)
- Field Work, Belle Sherman Elementary in 5th grade (ICSD) (2016)
- Internship, Groton Elementary School in 2nd grade (GCS) (2017)
- Internship Student Teaching, Allen Road Elementary in Kindergarten (NSCSD) (2017)
- Internship Student Teaching, C Grant Grimshaw Elementary in 4th grade (LSD) (2017)

MARISSA PAGLIA

EDUCATOR

CONTACT

EDUCATION

BACHELOR OF ARTS

General and Special Education
St. Joseph's College, NY
2013-2017 | 3.7 GPA

MASTER OF ARTS

Reading and Language Dev.
Dyslexia Interventionist Cert.
Fairfield University, CT
2019-2021 | 3.9 GPA

AREAS OF EXPERTISE

- **Wilson Intervention Program**
- **Nature Explore Outdoor classroom** certified
- **Yale Social and Emotional Learning and School Climate** certified
- **Wedo Lego Robotics.**
- **Project Wild and TCI science.**
- **IREADY MATH**
- **Training in Race and Education**
- **Kami** certified
- **Google** certified
- **PearDeck** certified
- **NCEE/NISL Foundations of Effective Learning**

HONORS/AWARDS

St. Joseph's College Academic Scholarship

2013-2017
Dean's List
2013-2017

National Honor Society of Leadership 2014

ACTIVITIES

- Science Olympiad Club Teacher K-3
- Academic Excellence Chairman
- PBIS committee member
- 21st century Arts and Crafts Enrichment teacher

PHILOSOPHY OF EDUCATION

I believe education is a major aspect of one's life and human experience. It not only benefits the knowledge of a person, but allows an individual to learn through experiences, thus installing life lessons and important values to carry with them for a lifetime. Education is more than just teaching by the teacher and learning by the student. "In learning you will teach and in teaching you will learn" (Phil Collins). It is an overall experience for both participants and creates a continual growth of learning that never ceases. My ultimate goal most importantly is to be a role model for my students. I want them to cherish their education as much as I do and experience life and their experiences within the classroom to the fullest extent. I wholeheartedly believe in the importance of a nurturing environment and the role it plays in the development of a child. Allowing a child to feel comfortable and happy in the classroom is my ultimate goal. In addition, I believe in teaching around your student's interests. In my opinion, that drives a child's sense of motivation and creates a passion within them to learn. I think teaching through exploration and experiences is an important aspect of a child's learning and social, cognitive, and emotional growth.

PROFESSIONAL EXPERIENCE

KINDERGARTEN TEACHER-B/W TINKER ELEMENTARY SCHOOL

2020-Current Waterbury,CT

- Learned techniques derived from the Foundations and Wonders program to assist students with difficulties in reading and writing.
- Attained knowledge about IEPs and how to measure goals and objectives through daily assessments.
- Utilized SMART Board Technology to implement interactive activities in each content area.
- Planned lessons and activities for the students revolving around their specific CT CCSS grade level learning and curriculum standards.

SECOND GRADE TEACHER-THE LAUREL HILL SCHOOL

2017-2020 East Setauket, NY

- Created and implemented daily and unit lesson plans for 2nd grade, developed various assessments, and tracked and analyzed class performance.
- Planned and delivered whole-group, small group and one-on-one math, reading, and writing activities.
- Fostered a classroom environment conducive to learning while promoting excellent student engagement.
- Differentiated activities and goals to meet each student's individual needs and abilities.
- Increased hands on opportunities and aligned curricula to real world conditions and applications.

Child Care SACC Assistant, 1:1, & Art teacher at Summer Rec Program- TVCSD

- Created crafts and organized projects to foster the creativity of the children.
- Addressed conflicts and helped the children solve problems between one another.
- Aided a child on the autism spectrum and encouraged her to engage with the other children, as well as ensure she was assisted when necessary.

CERTIFICATIONS

NEW YORK STATE CERTIFICATIONS

- Early Childhood Education Birth-Grade 2
- Childhood Education Grades 1-6
- Students with Disabilities Birth-Grade 2
- Students with Disabilities Grade 1-6

CONNECTICUT CERTIFICATIONS

- 305 Elementary - Grades 1 through 6
- 113 Integrated Early Childhood/Special Ed., Nursery - K: and Elementary: Grade 1 through 3

Ashley Reynolds

Education:

Masters/Certification Special Education May 2019
Concentration: Autism Spectrum Disorder
Southern Connecticut State University, New Haven, CT

Bachelor of Recreation and Leisure Studies May 2014
Concentration: Therapeutic Recreation, Minor: Psychology
Southern Connecticut State University, New Haven, CT

Work Experience:

Special Education Teacher- Cheshire Board of Education 08/2020-06/2021

Responsible for IEP creation and implementation, push in & pull out services for assigned caseload and director of 3 para professional staff. Worked collectively with general education teachers, school psychologist, speech, OT/PT, and SPED team @ St. Bridgets. Testing with standardized assessments, PPT chair.

Special Education Teacher- Stratford Board of Education 12/2017-06/2020

Responsible for IEP creation and implementation, daily management of assigned caseload and ongoing supervision of 3 para professionals and 1 SPED tutor. Working cooperatively with gen ed. teachers, speech pathologists, OT/PT therapists, BCBA/Bx support, school psychologists, counselors, administrators, parents. Frequent program review to determine efficiency and appropriateness.

Special Education Teacher- Institute of Professional Practice 08/2016-12/2017

Responsible for daily management of assigned caseload and ongoing supervision of ABA therapists. Work cooperatively with consultants regarding instruction, classroom management, group activities, and reinforcement systems. Assist consultants in conducting Functional Behavior Assessments and in the development and implementation of behavior support plans.

ABA therapist- Institute of Professional Practice (IPP) 09/2014-08/2016

Data collection, Behavior modification, Precision teaching, Direct instruction, Daily living Skills, Functional math and reading skills, Executive Functioning skills, Social skill training

OLIVIA STANLEY

Chemistry Teacher

CONTACT



PROFILE

Olivia is a creative educator who is passionate about teaching how the sciences can help students understand how our world works. She is excited to share her love for chemistry with her students and show them how an understanding of scientific processes allow us to better approach real-life issues that affect our lives and communities. She is trained to utilize Understanding by Design and Teach Like a Champion frameworks in order to best accommodate diverse learners in her classroom.

WORK EXPERIENCE

STUDENT TEACHER | New London High School Multi-Magnet Campus
New London, CT | September 2021 – May 2022

- Student taught 4 periods of 11th grade chemistry (standard and honors classes).
- Created assignments, lab experiments, and assessments to practice and assess student knowledge of content and skills featured in NGSS curriculum.
- Developed and implemented lesson plans that utilize Understanding by Design and differentiated instruction to accommodate a range of learners.
- Collaborated with a tutor to tailor lessons to best reach English language learners.

STAFF TEACHING ASSISTANT | The Ohio State University
Columbus, Ohio | August 2020 – May 2021

- Led laboratory experiments and taught weekly recitations for Ohio State General Chemistry courses.
- Instructed students on proper lab protocol and experimental procedures while adapting instruction in order to adhere to CDC guidelines.
- Instructed hybrid classes using Zoom and an online learning management system.
- Hosted office hours and worked through students' individualized questions.

SUMMER TEACHING FELLOW | Uncommon Schools
Brooklyn, New York | May – August 2019

- Taught chemistry to high school students attending the Summer Academy program.
- Customized and delivered pre-written lesson plans for daily 2-hour class.
- Regularly received and implemented real-time feedback from an experienced mentor teacher.
- Participated in weekly professional development sessions, often centered around Teach Like a Champion taxonomies and best practices.

EDUCATION

Master of Arts

Curriculum and Instruction
University of Connecticut
Teacher Certification Program
for College Graduates (TCPCG)
Groton, CT | 2021 – 2022
GPA: 4.0

Bachelor of Science

Majors in Chemistry and Biology
The Ohio State University
Columbus, OH | 2016 – 2020
GPA: 3.468

AWARDS

Dean's List | Ohio State
Fall 2016, Fall 2019, Spring
2020

*The Kraska Endowed Chemistry
Scholarship Fund Recipient*
Fall 2019 – Spring 2020

*James McFarling Endowment
Scholarship Fund Recipient*
Fall 2019 – Spring 2020

CERTIFICATIONS

*State of Connecticut
Initial Teaching Licensure*
June 2022 (anticipated)
Chemistry: Grades 7–12

Leanne Stone

Education

Central Connecticut State University School of Graduate Studies, New Britain, CT

School of Education and Professional Studies

Master of Science, Special Education, May 2020

GPA: 4.0/4.0

University of Connecticut, Storrs, CT

Bachelor of Arts, Psychology, May 2011

Minor in Sociology

GPA: 3.54/4.0

Certification

Connecticut Provisional Educator Certification, Special Education: Comprehensive, K-12

Work Experience

Wheeler Clinic, Northwest Village School, Plainville CT

Special Education Teacher, February 2019- Present

- IEP development and implementation for elementary aged special education students
- Responsible for creating and implementing behavior plans adapted to individual student needs
- Close collaboration with co-teacher to plan and teach curriculum to students with accommodations and modifications as necessary
- Supervisor of up to 6 paraprofessional staff members

Teacher Sub, July 2018-August 2018

- Managed an elementary special education classroom for the Extended School Year Program
- Planned and implemented all academic content within the five-week program
- Worked closely with classroom clinician to plan and implement specialized programs for each student

Paraprofessional, October 2011- February 2019

- Supported students with academic and behavioral needs as a 1:1 in grades k-8
- Received and implemented training in behavior management to maintain classroom safety
- Documented student behaviors and assisted with academic support
- Trained in Trauma Informed Care and Life Space Crisis Intervention

JAMIE TAYLOR (HEBERT)

WORK EXPERIENCE ADELBROOK MANCHESTER, CT

Special Education Teacher August 2020-Present

- Administers and interprets educational diagnostic testing that culminates in a comprehensive educational evaluation and/or IEP.
- Performs behavioral observations to obtain baseline data; writes a report that assesses the student's entry levels of behavioral, emotional and social functioning.
- Creates instructional opportunities that support students' academic, social and personal development; designs tasks that meet curricular goals, build upon students' prior learning and advance the students toward important learning goals.

INBLOOM AUTISM SERVICES EAST HARTFORD, CT

RBT February 2021-March 2022

- Provides ABA therapy under the supervision of a BCBA.

ADELBROOK CROMWELL, CT

Lead Behavior Technician 2nd Shift, December 2016-August 2020

- Provides guidance, mentoring and social and life skills training to youth in a residential setting that have Pervasive Developmental Disorders (PDDs).
- Monitors residents' behaviors and builds therapeutic relationships with youth to implement and support programming components within each youth's multi-modal Positive Behavioral Support Plan (PBSP).
- Teaches youth alternative (replacement) behaviors. Assists youth in building internal assets through the use of proactive, positive reinforcement and concrete behavioral strategies.

SOUTHBAY COMMUNITY SERVICES, HARTFORD, CT

Developmental Therapist Associate, July 2019-August 2020

- Assist families in developing and implementing intervention services for children (birth to three).
- Works with a multidisciplinary team to provide evidenced-based interventions.
- Assist families with the transition to school-based services

ADELBROOK LEARNING CENTER, CROMWELL, CT

Per Diem Paraprofessional, December 2016-August 2017

- Implement behavioral and instructional strategies and activates, based on the student's IEP. Assist in creating an environment that encourages the productive learning and fosters positive behaviors and independence.

HELEN STREET ELEMENTARY SCHOOL, HAMDEN, CT

Social Work Intern, September 2014 – April 2015

- Assisted in behavioral plans and behavioral management for students in K-6th grade, including IEPs. I partaken in running group work with students and worked with students on an individual basis. I also have experience with interacting with parents who speak Spanish, and assisting with holiday programs for families in need.

WELLSPRING CHURCH, BERLIN, CT

Childcare Leader, February 2011 – 2016

- Supervising children ages from 0-5 years old and facilitating activities. Interacting with parents/caregivers of children.

PARKS AND RECREATION, NEWINGTON, CT

Camp Counselor, June 2013 – August 2013

- Assisting in planning and running activities for first and second grade students. Interacting with parents/caregivers of children every day. Monitor on bus with children with special needs. Certified to provide first aid/CPR.

EDUCATION CENTRAL CONNECTICUT STATE UNIVERSITY, NEW BRITIAN, CT

Master of Science in Special Education: Initial Certification Candidate

Fall 2018- Current

SOUTHERN CONNECTICUT STATE UNIVERSITY, NEW HAVEN, CT

Social Work 2011-2015

**RELATED
SKILLS**

- RBT Certified
- CPR/First Aid Certified
- Basic Sign Language Skills
- PMT certified
- Advancing Ability: Teaching Independent Living Skills to Individuals with ASD Training 2018

REFERENCES: Furnished on Request

Yeannie Vargas

Objective	Seeking an opportunity for work placement in Social Work
Certification	CTS Initial Educator 071 School Social Worker Certificate/permit, March 2021 NYS School Social Worker Provisional Certificate, February 2018 Identification and Reporting of Child Abuse and Maltreatment, June 2016 The Dignity for All Students Act (DASA), July 2015 School Violence Prevention and Intervention, June 2016 Counseling Tools for the Speech Language Pathologist (elementary/adult), October 2014
Education	Adelphi University , Garden City, NY <i>Master of Social Work</i> , May 2018 Cumulative GPA: 3.5 Lehman College (The City University of New York) , Bronx, NY <i>Bachelor of Arts in Speech-Language Pathology and Audiology</i> , May 2015 Minor: Early Childhood/Childhood Education Cumulative GPA: 3.22 /Major GPA: 3.68 Monroe College , Bronx, NY <i>Associate of Science in Information Technology</i> , January 2011
Awards	Lehman College Dean's List
Coursework	Education in Historical, Political, and Sociocultural Contexts: Birth to Grade 6 The Child in Context: Child Study & Development: Birth to Grade 6 Child, Family, Community & Schools in Sociocultural Contexts: Birth to Grade 6 The Teaching Profession: Birth to Grade 6
Experience	Bulkeley High School/Hartford Public School August 2021 - Present West Side Federation for Senior & Supportive Housing, Inc. August 2018 – Aug. 2021 Pathways to Leadership/Fordham Leadership Academy , Bronx, NY September 2017–May/18 Harlem Hospital Social Work Department , New York, NY September 2016–April 2017 Our Children First, Inc. Resources/Autism Speaks , Bronx, NY May–June 2015 Lehman College , Bronx, NY October 2014–May 2015 <u>Student Volunteer</u> (Speech and Hearing Clinic) <ul style="list-style-type: none">Organized client folders ensuring easy access for future useObserved Speech Therapist during treatment sessions learning about various techniques, pathologies, and lesson plan preparation as well as client's folder paperwork Lehman College Speech and Hearing Clinic , Bronx, NY <u>Leader, Aphasia Reading Club</u> , January-May 2015 <ul style="list-style-type: none">Worked with individuals who have aphasia (ages 20 to 70+) to practice their speechLed a mutual aid group therapy and collaborated with fellow patients to improve their speech and language through reading and review sessions
Field Experience	PS 306 , Bronx, NY April 2012 PS 64 , Bronx, NY April 2012 Grand Concourse Academy School , Bronx, NY November 2011 <ul style="list-style-type: none">Completed 20 hours of classroom observation to develop a foundation and learn to work with children; managed classroom activities and monitored behavior
Skills	<i>Bilingual</i> : Fluent English and Spanish <i>Computer</i> : Knowledge of Microsoft Word, Excel, and PowerPoint

MEMORANDUM

TO: Catherine Carbone, Ed.D., Superintendent of Schools
FROM: Sam Galloway, Ed.D., Director of Talent Management
SUBJECT: Teacher Hiring Overview for School Year 2022-2023

New Hires as of August 23, 2022:

Certification:

Type of Certification	
Initial	31
Provisional	15
Professional	1

Residence:

Town	
Bristol	14
Bronx, NY	1
Bullhead City, AZ	1
Burlington	1
Cheshire	3
Cromwell	1
Farmington	2
Glastonbury	1
Manchester	1
Milldale	1
Natick, MA	1
Naugatuck	1
New Britain	1
New Hartford	1
Plainville	5
Plantsville	1
Prospect	1
Southington	2
Wallingford	1
Waterbury	2
Waterford	1
West Hartford	2
Weston	1
Wethersfield	1

Ethnicity/Gender:

African American	White	Hispanic
3	43	1

Male	Female
10	37

Highest Degree Held:

Type of Degree	
Bachelors	47
Masters	41
6 th Year	3

LAST	FIRST	BACHELORS	MASTERS	6TH YEAR	ASSIGNMENT	SCHOOL
Akeley	Kristen	Salve Regina	Univ. Saint Joseph		Kindergarten Teachers	ID
Aminti	Kelly	CCSU	CCSU		Grade 2 Teacher	WB
Austin-Mathley	Nathaniel	UCONN	UCONN		SS Teacher	BAIMS
Baldwin	Friecka	Univ. of North Carolina at Greensboro	Univ of Phoenix		Secondary Math Coach	CW
Bouldin	Debra	UCONN	UHART		Grade 4 Teacher	ID
Brewer	James	Northern Arizona Univ.	Rio Salado College		6-8 Science Teacher	CHMS
Brown	Amber	Univ. of Maine	Concordia Univ.		Grade 3 Teacher	WB
Brown	Ethan	UCONN	UCONN		Chemistry Teacher	BCHS
Cassineri	Michael	VT - Lyndon State College	CERTIFICATE and MASTERS - RELAY/GSE		Grade 4 Teacher	WB
Denke	Christopher	Western CT State University			.7 FTE Elementary Instrumental Music	EPH/ID
Dougherty	Erin	Keene State College			Grade 2 Teacher	WB
Drew	Amanda	CCSU	Fairfield Univ.	Fairfield Univ.	School Psychologist	BCHS
Filippone	Michelle	CCSU	Sacred Heart		Grade 6 Science	CHMS
Fitzpatrick	Alison	Assumption Univ.			Grade 5 Teacher	SSS
Fitzpatrick	Amanda	Bay Path College	Grand Canyon Univ.		Special Education Teacher	
Garcia	Jesse	Saint John's Univ - NY	Saint John's Univ - NY		Kindergarten Teacher	STAF
Gerardin	Nicole	UCONN	UCONN		Grade 8 ELA Teacher	WB
Haynes	Ralph	City College of New York			SPED Teacher	BAIMS
Heath (Lord)	Chandler	ECSU	Univ. of St. Joseph	Grand Canyon Univ.	SPED Teacher	WB
Honig	Elaine	City University of NY, College of Staten Island	City Univ. of New York, Queens College		Psychologist	BCHS
Hubina	Jessica	CCSU	Walden Univ.		Grade 5 Teacher	WB

LAST	FIRST	BACHELORS	MASTERS	6TH YEAR	ASSIGNMENT	SCHOOL
Humerick	Jacob	WCSU	American Band College of Central Washington Univ.		1.2 Instrumental Teacher	BAIMS/CW
Keegan	Christopher	UCONN	UCONN		Grade 8 Social Studies Teacher	CHMS
Linnell	Kelsey	CCSU	UCONN		Secondary Social Studies 9-12	BPA
Mamuya	LaShay	St. John's Univ.			MS Math Teacher	BAIMS
Mark	Katherine	UCONN	St. Joseph College		Kindergarten Teacher	GH
McAllen	Rosalie	SCSU	CCSU		School Counselor	BEHS
McDonald	Scott	CCSU			6-8 ELA Teacher	BAIMS
Mulvihill	MacKensie	State Univ of NY	State Univ of NY		Grade 3 Teacher	GH
Nadeau	Alisha	UCONN	Univ. of St. Joseph & American College of Education		SPED Teacher (destinations 608)	BEHS
Neal	Melissa	CCSU	Tunxis Comm. College		Grade 1 Teacher	WB
Negron	Alexis	SCSU	MA State Univ. Worcester State Univ.		S&L Pathologist	GH
Ojard	Hannah	ECSU	UCONN		School Social Worker	BAIMS
Paglia	Marissa	Saint Joseph's College	Saint Joseph's College/Fairfield Univ.		Kindergarten Teacher	ID
Pietrowicz	Olivia	UCONN	UCONN		Secondary Math Coach	DW
Pike	Jessica	UCONN	UCONN		ELA	BPA
Pineda	Jessica	PACE Univ.	Mercy College		Grade 2 Teacher	WB
Policarpio	Kayla	CCSU	Western Governors Univ.		Grade 8 Science Teacher	WB
Ravita	Courtney	UCONN	Univ. of Northern Colorado		General Music Teacher	DW
Rawcliffe	Nicole	CCSU	CCSU		On Track Coordinator	BCHS
Reynolds	Ashley	SCSU	SCSU		Special Education Teacher	SSS
Sica	Kayla	Quinnipiac Univ.	Quinnipiac Univ.		Grade 1 Teacher	EDGE
Slotnick	Tatiana	UCONN	UCONN		Grade 4 Teacher	EDGE
Stanley	Olivia	Univ. of Ohio	UCONN		Physical Science/Chemistry	BEHS
Stone	Leanne	UCONN	CCSU		Special Education Teacher	EDGE

LAST	FIRST	BACHELORS	MASTERS	6TH YEAR	ASSIGNMENT	SCHOOL
Taylor	Jaime	SCSU	CCSU		Breakthrough SPED	ID
Vargas	Yeannie	Mercy College	Adelphi Univ.		Social Worker	STAF



Bristol Public Schools
Office of Teaching & Learning

Department	World Language
Department Philosophy	Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice. We believe that all students can benefit from second language instruction. We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to develop language proficiency to a degree commensurate with their individual abilities. In the 21st century, the ability to communicate effectively in a language other than English is increasingly important in today's global society. Also, we believe all students should have an awareness of other cultures as well as sensitivity and appreciation for the diversity around them. We believe that the study of a second language and culture will give them the tools to be successful in an ever increasing global market.
Course	Spanish for Native Speakers
Course Description	This course is designed to meet the needs of students who speak Spanish at home. By drawing on students' cultural experiences and existing linguistic skills, this course will further develop students' proficiency in the Spanish language, placing a particular emphasis on the development of presentational, written communication and preparing them for Spanish 4. Students will explore their relationship to their Hispanic heritage by comparing their experiences to those depicted in a variety of songs, poems, and narratives. They will also explore the causes and effects of immigration, as well as global challenges. The course seeks to reinforce the value of both their Hispanic heritage and the Spanish language, and concludes with an exploration of how those assets can play a role in their future.
Grade Level	9-12
Pre-requisites	Students should be heritage speakers approaching Intermediate levels of proficiency
Credit (if applicable)	1.0

UNIT 1: Self-identity

Overview

The first unit of this course addresses the theme of personal and public identities by helping students explore their own identity and relationship to their own Hispanic heritage. By reading a variety of poems and short fictional texts, students will identify a range of experiences of others who find themselves at the intersection of two languages and cultures. Students will compare the experiences they read about to their own experiences and those of their classmates before ultimately presenting their own conclusions about their identity to their classmates.

Essential Questions

- Who am I?
- Where do we come from?
- What makes up our identity?

Enduring Understandings

- Our cultural heritage is one element of who we are. For heritage speakers, Hispanic culture often, but not always, plays a significant role in shaping their sense of self.
- Being a heritage speaker often means negotiating a tension between two or more languages and cultures. How individuals navigate this tension can vary widely based on their individual circumstances and experiences.

Integrated Performance Assessment (IPA)

- Interpretive: Students read a poem in which the speaker describes their Hispanic identity. Comprehension questions will focus on understanding the speaker's feelings about their Hispanic heritage.
- Interpersonal: Students interview their classmates about their Hispanic heritage, asking and answering questions about their family history and their individual experiences.
- Presentational: Students present their family history to their classmates in a gallery walk.

Connections to Prior Units

- None

Connections to Future Units

- The next unit also focuses on the theme of personal and public identities, but focuses on various depictions of and reactions to Hispanic culture by others.

Misconceptions/Considerations

- In establishing a tone for the year, teachers must pay particular attention to fostering a supportive atmosphere of open and honest dialogue. Teachers must not assume, promote, or allow students to perpetuate stereotypes or assume the universality of experiences by any group of people.

Proficiency Goal	ACTFL Performance Indicator	Learning Targets	Assessment	Key Grammar Functions and Structures	Vocabulary
Interpretive (Nov-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify characters' relationship to their home culture in poems and short narrative scenes I can identify characters' feelings about their identity in poems and short narrative scenes 	Unseen Poem	Expressing feelings (+/-) <ul style="list-style-type: none"> Ser/estar + adj Describing past events <ul style="list-style-type: none"> Preterite Imperfect 	Emotions Nationalities Family members
Interpersonal (Int-Mid)	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can ask and respond to simple questions about my identity and family history. I can compare my experiences to those of my classmates and characters in poems and stories. 	Classmate Interview	Expressing reactions to events <ul style="list-style-type: none"> ¡Que + adjective! Comparing/contrasting <ul style="list-style-type: none"> Mejor/peor Introducing self/others <ul style="list-style-type: none"> Demonstrative adj Noun & adjective agreement 	
Presentational (Nov-High)	I can present personal information about my life and activities, using simple sentences most of the time.	<ul style="list-style-type: none"> I can describe my self-identity and experiences using graphic organizers and simple sentences. I can describe my family history using graphic organizers and simple sentences 	Self Identify Presentation	Describing people and things in the past <i>Spelling and punctuation</i> <i>Coloquios/lenguaje formal</i>	
Intercultural (Intermediate)	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.	<ul style="list-style-type: none"> I can explain how practices related to names reflect relationships to language and culture. 	Reflective Prompt		

UNIT 2: Public Identity

Overview

The second unit continues to explore the theme of personal and public identities by examining how Hispanic culture is viewed or depicted by others. Students will continue to explore a variety of poetry, scenes, and song lyrics in which characters are impacted by the perception of others. Students will practice discussing their reactions and comparing/contrasting them to their own cultural experiences. Students will also learn about and research heroes from the Hispanic community to examine how their actions and depictions shape public identities.

Essential Questions

- How am I perceived by others and how does it impact my self perception?
- Who are some Hispanic heroes?

Enduring Understandings

- How others see heritage speakers often has a significant impact, sometimes positive, sometimes negative, on how heritage speakers see themselves.
- Public depictions and perceptions of Hispanic heritage and culture also impact how heritage speakers see themselves.

Integrated Performance Assessment (IPA)

- **Interpretive:** Students listen to the lyrics of a song and watch the video about Hispanic Identity. Students will answer Comprehension questions focused on understanding how the artist is impacted by the way others perceive them.
- **Interpersonal:** After reflecting on the interpretive sources, students discuss their reactions/opinions with a partner, asking and answering questions about preferences and public identities.
- **Presentational:** Students will research a Hispanic Public hero (historical or present day) and prepare a google slide show to summarize their findings and impact on public identities.

Connections to Prior Units

- This unit builds on the theme of personal and public identities introduced in the previous unit, which focuses on students' sense of self as a Heritage speaker.

Connections to Future Units

- Students will practice formally presenting their public identity in the final unit of the course when applying and interviewing for a job in Spanish.

Misconceptions/Considerations

- Prioritize listening to individual experiences and explaining them as such. Do not promote division or generalize to entire communities or populations.

Proficiency Goal	ACTFL Performance Indicator	Learning Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	<p>I can identify the topic and related information from simple sentences in short informational texts.</p> <p>I can identify the topic and some isolated facts from simple sentences in informational texts.</p>	<ul style="list-style-type: none"> I can identify how speakers/artists are perceived in song lyrics that reflect on identity I can identify how speakers/artists are impacted by the ways others perceive them in song lyrics 	Song Analysis	<p>Describing/identifying people</p> <ul style="list-style-type: none"> Providing personal data Ser/estar + appearance Ser + personality <p>Expressing likes and dislikes</p> <ul style="list-style-type: none"> me gusta/no me gusta. <p>Present tense</p> <ul style="list-style-type: none"> Reflexive pronouns Indirect object pronouns Direct object pronouns 	<p>Adjectives to describe people/physical and personality</p> <p>Transition/key words to use in writing essays.</p>
Interpersonal (Int-Mid)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about songs based on the public identities of Hispanic artists. I can compare my experiences/public identity with those of artists and classmates. 	Partner Discussion	<p>Giving opinions</p> <ul style="list-style-type: none"> En mi opinion Pienso que + Creo que + 	
Presentational (Int Mid)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can write about Hispanic heroes that I learned about in class and in my own research. I can present what I learned about a Hispanic hero's actions and impact to my classmates 	Hero Presentation	<p>Comparing/contrasting</p> <ul style="list-style-type: none"> Mejor/peor adecuado/inadecuado igual/similar/ diferente <p>Agreeing/ Disagreeing with others opinion or debating</p> <ul style="list-style-type: none"> No estoy de acuerdo Estoy de acuerdo <p><i>Colloquial and formal language</i> <i>Spelling and punctuation</i></p>	
Intercultural (Intermediate)	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how representations of Hispanic cultural heroes reflect the identities and perspectives of Hispanic people. 	Reflective Prompt		

UNIT 3: Historical Causes of Migration

Overview

Unit three explores the history of Latin America through the theme of global challenges. The class will read about historical events, as well as political and societal issues that have led to increased Latin American immigration to the United States. After reading and writing about these issues from a variety of perspectives and countries, students will continue to compare and contrast reasons for immigration, and have the opportunity to discuss similarities and differences to historical events and their own family histories.

Essential Questions

- What are the reasons for immigration?
- What are some of the historical challenges in Latin America?
- What is the connection between colonization and poverty?

Enduring Understandings

- The expansion of government power has impacted the global economy.
- The people of Latin America have been affected by the power struggles between companies and farmers.

Integrated Performance Assessment (IPA)

- **Interpretive:** Read portions of text about immigration and identify reasons for migration.
- **Interpersonal:** After reading resources and writing essays, students have a conversation about reasons for immigration, discussing similarities and differences about the reasons for immigration in the Hispanic countries they have studied.
- **Presentational:** I can write an essay describing a principle reason for immigration from Latin American countries and pose solutions to problems that exist in the country of origin.

Connections to Prior Units

- This unit builds on the previous units on identity of self and famous Latinos by presenting some of the issues that have historically affected life in Latin America and reasons for immigration.

Connections to Future Units

- The next unit will also address immigration, but from a more personal and individual perspective by focusing on the experiences of those who responded to the causes identified in this unit by immigrating to America.
- By studying the causes of immigration, students will inevitably surface social issues in Latin America. Students will again study social issues in unit 5, before also proposing solutions to those challenges.

Misconceptions/Considerations

- There is a lot of history to cover and focusing on specific moments will inevitably only give a snapshot. This unit is not meant to be a comprehensive study of Latin America, but focuses specifically on historical events and circumstances that spurred immigration to the US.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Grammar, Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can understand historical information about Latino immigration to the US from a website and summarize the main ideas. 	Nonfiction Reading	Talking about Past events <ul style="list-style-type: none"> Preterit* vs Imperfect Present perfect Pluperfect 	Terms from poems Historical terminology
Interpersonal	I can exchange ideas, and provide an outline of reasons and comparisons on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange ideas about reasons for immigration. I can outline reasons for immigration in one Spanish-speaking country and compare them with reasons in other countries and/or classmates. 	Conversation Contrasting	Describe problems <ul style="list-style-type: none"> La razón + adj Comparing/contrasting <ul style="list-style-type: none"> Mejor/peor adecuado/inadecuado igual/similar/ diferente 	Adjective to rank/prioritize Transition/key words to use in writing essays.
Presentational (Int-Low)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can write an essay describing a principle reason for immigration from Latin American countries and pose solutions to problems that exist in the country of origin. 	Immigration Essay	Proposing solutions to problems <ul style="list-style-type: none"> Subjunctive Giving opinion / Supporting an opinion <ul style="list-style-type: none"> Me parece que Para mí En mi opinion <i>Colloquial and formal language</i> <i>Spelling and punctuation</i>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can talk about how current and past practices (economic and political) showcase the history of colonialism in Latin America. 	Reflective Prompt		

UNIT 4: Personal Experiences of Immigration

Overview

This unit continues the theme of global challenges by exploring the results of immigration and the personal experiences of Hispanic immigrants to the United States. Students explore the challenges immigrants face, as well as their triumphs, through both literature and film. Class discussions focus on students' opinions of these books and films, as well as comparisons between the experiences they read about, their own experiences, and those of their classmates. After reading and discussing a variety of immigrant experiences, students present action plans focused on solutions to the challenges immigrants face.

Essential Questions

- What is the experience of immigration, and is it worth it?
- What can be done to improve the lives of immigrants and their families?

Enduring Understandings

- Many immigrants have idealized expectations of what life in America will be like, but their lived experiences rarely match their expectations.
- Hispanic immigration in the United States has a large impact on many aspects of culture in the United States.

Integrated Performance Assessment (IPA)

- Students read excerpts from "Cuando era Puertorriqueña" and identify the challenges, triumphs, and feelings the characters experience.
- After reading and viewing "Cuando era Puertorriqueña," students discuss the experiences of the main character, their reactions to the text, and compare the characters' experiences to their own.
- After considering a variety of immigrant experiences, as well as programs to support them, students create a plan to improve life for immigrants in the United States.

Connections to Prior Units

- Students will have explored their own family histories in Unit 1, many of which are likely to include (more or less recent) experiences of immigration.
- Students will have started to explore the theme of global challenges in Unit 3 by examining the political and economic reasons for immigration.

Connections to Future Units

- Students will also propose solutions to other local/global issues in Unit 5.

Misconceptions/Considerations

- Immigration is a topic that could have deeply personal ramifications for the students in this course, which may be difficult to separate from political policies and discourse. As such, this unit must be taught with care. An unbiased presentation of resources and focus on personal experiences will allow students to share their experiences without veering into political ideologies.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Intermediate-Low)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify common challenges and triumphs immigrants describe in narrative accounts of their experiences. I can identify characters' feelings and reactions in short, narrative texts about immigration. 	Immigration narrative excerpt	Talking about Past events <ul style="list-style-type: none"> Preterit* vs Imperfect Present perfect Pluperfect Expressing opinion <ul style="list-style-type: none"> Subjunctive Sugerir que + Es importante que + Es necesario que + Es bueno/malo que + <i>Colloquial and formal language</i> <i>Spelling and punctuation</i>	Immigration Family Daily Life
Interpersonal Intermediate-Mid)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about books based on the experiences of people immigrating to the United States. I can compare my feelings or experiences related to immigration with those of characters and classmates. 	Film/text Discussion		
Presentational (Intermediate-Mid)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can briefly summarize efforts or programs that have been created to improve life for immigrants. I can make suggestions about how to improve life for immigrants. 	Immigration Presentation		
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how the practice of leaving one's home for opportunity in a new land has posed threats and risk for many who do not feel welcomed in the new country. 	Reflective Prompt		

UNIT 5: Current Issues

Overview

In this unit, students explore global challenges impacting the global and their local community, specifically those related to healthcare and medicine. After reading about these issues, discussing them with their classmates, and considering potential solutions, students present an action plan detailing the steps they would take to address these issues in their local community.

Essential Questions

- How can we improve our world?
- How can we improve our environment?
- What steps can we take locally to address global issues?

Enduring Understandings

- People in our community are affected by larger environmental, political, economic, and social concerns, but we can work to address these issues on a local level.

Integrated Performance Assessment (IPA)

- Interpretive: Students read about medical and environmental issues to identify causes and possible solutions.
- Presentational: After reading about medical and environmental, students present a potential solution in the form of an action plan with the goal of actually executing that plan in the local community.
- Interpersonal: After reading about medical and environmental issues, and considering potential solutions proposed by their classmates, students debate the best course of action in response to these challenges.

Connections to Prior Units

- Students will have considered solutions to social and historical challenges in Units 3 and 4. After having considered potential solutions to those challenges, students will develop an action plan focused on addressing larger issues in a local context.

Connections to Future Units

- The final unit is on future goals. Ideally, students will pull from the prior units on self-identity and global issues to make a plan for the future that not only helps them realize their potential but also help the community.

Misconceptions/Considerations

- There is a political aspect to this unit that must be taught with care. Constantly teaching with an unbiased presentation of resources will help teachers share information without siding with one political ideology.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify problems and potential solutions in short informational texts about healthcare and medicine. I can identify problems and potential solutions in short informational texts about the environment. 	Nonfiction reading	<p>Solving problems</p> <ul style="list-style-type: none"> Structures to disprove and agree <p>Describing past events</p> <ul style="list-style-type: none"> Preterite Imperfect 	<p>Environmental Terminology</p> <p>Healthcare terminology</p>
Interpersonal	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about solutions to healthcare issues. I can exchange opinions about solutions to environmental problems. 	Action plan debate	<p>Proposing solutions to problems</p> <ul style="list-style-type: none"> Subjunctive <p>Giving opinion / Supporting an opinion</p> <ul style="list-style-type: none"> Me parece que Para mí En mi opinion 	
Presentational	I can present on familiar and everyday topics, using simple sentences.	<ul style="list-style-type: none"> I can outline a presentation describing a solution to a global issue. I can write and present an action plan describing steps to address an issue in the local community. 	Action Plan Presentation	<p><i>Colloquial and formal language</i></p> <p><i>Spelling and punctuation</i></p>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can examine the current practices in the U.S. and Latin America that negatively affect the present or future communities of those areas. 	Reflective Prompt		

UNIT 6: My Future

Overview

The final unit of the course returns to a focus on students' identities and relationship to the Spanish language by exploring students' goals for the future, as well as how their language abilities might play a role in their future. Students explore a variety of career paths based on their interests and experiences before writing a letter of intent and interviewing in Spanish. This final unit culminates a year-long focus on recognizing differences between formal and colloquial use of Spanish, providing students an authentic opportunity to practice using the language in a more formal setting.

Essential Questions

- Who am I?
- What are my goals for my future?
- How can Spanish help me in the future?

Enduring Understandings

- Education, experience, and marketable skills are necessary when competing in the job market.
- The Spanish language is a marketable skill that can help students compete in the job market.

Integrated Performance Assessment (IPA)

- Interpretive: Students read descriptions and choose a job by identifying elements that are appealing to them.
- Presentational: Students write a resume and letter of intent for a job aligned to their interests and experiences.
- Interpersonal: After submitting their resume and letter of intent, students conduct a mock interview in Spanish with their teacher.

Connections to Prior Units

- Students will have considered their relationship to the Spanish language in Unit 1. This unit seeks to return to that relationship and highlight the ways in which the Spanish language is an asset to students.
- Students will have considered the ways in which their Hispanic identity impacts their public identity in Unit 2. This unit seeks to build on those understandings by helping students present their language and culture as a positive aspect of their professional identity.

Connections to Future Units

- None.

Misconceptions/Considerations

- Students may be young to plan out their futures but this is an opportunity to see how being bilingual and bicultural is a benefit for their future career goals and to see what path would need to be taken and backwards plan a path to success.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can research and find job descriptions that line up with my career goals. I can identify tips and advice in short informational texts about finding a job. 	Job search	<p>Making plans for the future</p> <ul style="list-style-type: none"> Simple future Future tense Subjunctive <p>Requesting factual information</p> <ul style="list-style-type: none"> Interrogative words 	Professions Skills Interests Experiences Formal greetings
Interpersonal	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can interact formally in an interview setting, answering questions about myself related to the job I have chosen. I can explain my interest in a job I have chosen based on my interests and experiences. 	Job Interview	<p>Describing and identifying oneself</p> <ul style="list-style-type: none"> Ser + personality Verbs like GUSTAR, ENCANTAR, IMPORTAR, PARECER, INTERESAR. Stem-changing verbs (PODER, PREFERIR, PENSAR) 	
Presentational	I can present personal information about my life, activities and events, using simple sentences.	<ul style="list-style-type: none"> I can summarize my skills and abilities in a resume to apply for the job I found. I can describe my skills, interests, and abilities in a letter of intent for the job I have found. 	Job Application	<p>Describing past experiences</p> <ul style="list-style-type: none"> Hace (tiempo) que +verb phrase <p><i>Colloquial and formal language</i> <i>Spelling and punctuation</i></p>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how job applications and the questions they ask (or don't) reveal perspectives regarding bilingualism. 	Reflective Prompt		

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
CONTENT STANDARD 1: Communication (Interpersonal Mode) Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	P	P	P	P	P	P
CONTENT STANDARD 2: Communication (Interpretive Mode) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	P	P	P	P	P	P
CONTENT STANDARD 3: Communication (Presentational Mode) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	P	P	P	P	P	P
CONTENT STANDARD 4: Cultures Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	S	S	S	S	S	S
CONTENT STANDARD 5: Connections (Interdisciplinary Mode) Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		S	S			
CONTENT STANDARD 6: Connections (Intradisciplinary Mode) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures				S		
CONTENT STANDARD 7: Comparisons Among Languages Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.						
CONTENT STANDARD 8: Comparisons Among Cultures Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.				S		
CONTENT STANDARD 9: Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					S	S



Bristol Public Schools **Office of Teaching & Learning**

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol Schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Web Video Production
Program of Studies Course Description	This course will cover the concepts, tools and activities essential to web-based video production. Various software programs will be explored and incorporated into video segments. Students will become familiar with the modes of capturing digital video, shooting techniques, and web-based editing.
Grade Level	9 - 12
Pre-requisites	No Prerequisites.
Credit	0.5 credit (Semester course, 45 class meetings) Based on time constraints, the teacher may select to complete all units in this curriculum, or those that best meet the needs and interests of the students. Approximate pacing is provided for each unit. This course is based off of the Adobe Digital Video: Foundations of Video Design and Production course. The goals, objectives, and learning targets may be used for any video production software.

[Unit 1 - Project 1: Video Production Basics \(12 - 45 minute classes\)](#)

[Unit 2 - Project 2: Action Events \(11 - 45 minute classes\)](#)

[Unit 3 - Project 3: News Stories \(13 - 45 minute classes\)](#)

[Unit 4 - Project 4: Public Service Announcements \(8 - 45 minute classes\)](#)

[Unit 5 - Project 5: Portfolios \(Mid-Semester\) \(5 - 45 minute classes\)](#)

[Unit 6 - Project 6: Commercials \(12 - 45 minute classes\)](#)

[Unit 7 - Project 7: Mini-documentaries \(9 - 45 minute classes\)](#)

[Unit 8 - Project 8: Portfolio \(End-of-Semester\) \(7 - 45 minute classes\)](#)

The International Society for Technology Education (ISTE) Standards are embedded in every unit of this curriculum.

ISTE Standard	Performance Elements
<p>Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	<p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works for personal or group expression. c. identify trends and forecast possibilities.</p>
<p>Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>a. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>
<p>Research and Information Retrieval Students apply digital tools to gather, evaluate, and use information.</p>	<p>a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>
<p>Critical Thinking and Problem Solving Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.</p>	<p>a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. use multiple processes and diverse perspectives to explore alternative solutions</p>
<p>Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning.</p>
<p>Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>	<p>a. understand and use technology systems. b. select and use applications effectively and productively. c. transfer current knowledge to learning of new technologies.</p>

Unit 1 - Project 1: Video Production Basics

Unit Overview

To produce quality videos, students need to understand how digital videos are shot and the overall workflow. Students develop video production skills through creating an introductory video project, evaluating effective uses of video shot techniques, and building a video sequence. Students apply the skills and understanding they gain in this project to creating digital videos and designing client products in succeeding projects. Students focus on learning about a variety of video shots and using Adobe Premiere Pro to edit a series of clips into a cuts-only, coherent short video.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM - Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.01 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.	ARPA01.01.01 Explain the history of film. ARPA01.01.03 Define the terminology associated with audio and video technology, and film production.	<p>Project management skills</p> <ul style="list-style-type: none"> • Managing video clips • Organizing and planning a sequence • Creating an original sequence • Identify audience, purpose, and goals <p>Design skills</p> <ul style="list-style-type: none"> • Identifying shot techniques • Understanding the digital video workflow • Using music to enhance a story 	<ul style="list-style-type: none"> • clips • close-up • copyright • cutaway • cuts-only edits • export • extreme close-up • fair use • intellectual property • long shot • medium shot • over the shoulder shot • point of view shot • storyboard • Timeline panel • trucking shot • video production workflow • video sequence • wide shot
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.01 Apply knowledge of lighting requirements to a planned production. ARPA01.03.05 Demonstrate camera operations and video signals.	<p>Research and communication skills</p> <ul style="list-style-type: none"> • Understanding files types • Understanding copyright issues • Communicating with group members 	
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	ARPA01.04.01 Identify the basic functions and resources for editing.	<p>Technical Skills</p> <p><i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Understanding the Adobe Premiere Pro workspace • Importing video and audio files • Using the Storyboard feature in the Project panel • Adding, moving, deleting, and trimming clips in the <i>Timeline panel</i> • Editing using cuts-only techniques (Selection, Rolling, and Ripple tools) • Adding audio • Exporting an uncompressed video file 	

UNIT 1: ESSENTIAL QUESTIONS

- How are videos created to impact a specific audience?
- How do video creators select mediums, formats, and file types for their project?
- How does copyright and fair-use guidelines impact video creation?
- How can we determine if we are adhering to copyright and fair-use guidelines in our projects?
- What are key features of video editing software?
- How does the presentation of a product or message impact the end user?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.01	<ul style="list-style-type: none"> ● I can understand the video production workflow. ● I can investigate how audience, purpose, and goal impact a final video product. ● I can transform clips into a coherent video sequence. ● I can understand different video mediums, formats, and file types. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Digital Video Production Workflow 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students learn how digital videos are shot and the overall workflow. ● Students develop video production skills through evaluating effective uses of video shot techniques. ● Students create a short video by selecting clips and editing the clips together. ● Students discuss the importance of audience, purpose, and goals of a video. ● Students create a plan, on paper, for the sequence in which they want the clips to appear and select music to accompany their sequence.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ISTE: Digital Citizenship	<ul style="list-style-type: none"> ● I can understand copyright issues and fair-use guidelines. ● I can advocate and practice legal use of images. ● I can describe the digital video workflow. ● I can design and create rough cuts and assembly cuts to communicate ideas. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Copyright and Fair Use ● Performance Activity: Video Post-production 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students learn about copyright issues and fair use guidelines. ● Students understand the importance of gaining permission for work used and for protecting their work. ● Students use appropriate copyright citation for the audio and video clips they use in their project. ● Students discuss in detail the steps and technical skills needed to edit video in order to make assembly, rough, and final cuts for video projects.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.01 ARPA01.03	<ul style="list-style-type: none"> ● I can describe the Adobe Premiere Pro workspace. ● I can import video and audio files. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Getting Started with Adobe Premiere Pro 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students will start using Adobe Premiere Pro, including: <ul style="list-style-type: none"> ○ Understanding the workspace

	<ul style="list-style-type: none"> ● I can capture video. ● I can use the Storyboard feature in the Project panel. ● I can add, move, delete, and trim clips in the Timeline panel. 		<ul style="list-style-type: none"> ○ Importing files ○ Capturing video ○ Managing media ○ Using the Storyboard feature ○ Working with clips in the Timeline panel <p>students import the clips into Adobe Premiere Pro and begin to assemble them into their video sequence.</p>
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> ● I can create transitions using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. ● I can assemble and edit my videos based on my storyline plans. ● I can describe the options for exporting video to different mediums and formats. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Getting Started with Video Editing ● Performance Activity: Exporting Video 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. ● Students assemble and edit their videos by using the Storyboard feature and the Timeline panel based on their plans. ● Students add an audio track that best supports their theme. ● Students describe different options for exporting video to different mediums and formats, file types, and the need for the various formats. ● Students export their edited video sequence as a basic uncompressed video file.
	Pacing: 4 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ISTE: Critical Thinking and Problem Solving	<ul style="list-style-type: none"> ● I can describe the message of my video and the audience it impacts. ● I can use creativity and technology to enhance my presentation. ● I can elicit and internalize feedback on my work. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Presenting Design Projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students present their work to an audience. ● Students describe how the audience, purpose, and goals impacted the way they sequenced the clips and how they impacted the musical selection.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	

Unit 1 ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> • Video analysis: Examine parody videos from video sites such as YouTube and identify the elements changed from the original to create a parody. • Shot techniques: Ask students to select their favorite video segment and identify the shots used in it.

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com> .
 - For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
 - For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.
- Video clips
- Photos, music, text, and video that can be legally shared and reused for free: <http://search.creativecommons.org>
 - List of all free video downloads available from iTunes: www.itsfreedownloads.com
 - Free online video streaming service: www.youtube.com
 - Free streaming and downloadable video segments from the PBS series Religion & Ethics Newsweekly: www.thirteen.org/edonline/accessislam/video.html
 - Free streaming and downloadable video segments from the PBS series Wide Angle: www.thirteen.org/edonline/wideangle/video_bank.html

Unit 2 - Project 2: Action Events

Unit Overview

Capturing live action events helps students focus on shooting techniques and storytelling as they bring the events to life. To introduce students to shooting with a camera, they work in teams to shoot an event. Then individually, they edit their action footage and create a final short video. Students learn to set up various kinds of shots and create a video that evokes the feelings at the event. In the process, students engage in the pre-production, production, and post-production workflow of creating a video.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.03.03 Demonstrate operation of video systems.</p> <p>ARPA01.03.04 Demonstrate video system maintenance procedures.</p> <p>ARPA01.03.05 Demonstrate camera operations and video signals.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Developing a shot list • Planning a shot for an action event • Organizing and managing a sequence • Logging and managing clips <p>Design skills</p> <ul style="list-style-type: none"> • Identifying general principles for video shooting techniques • Identifying and designing for audience, purpose, and goals • Learning video shooting techniques: • Rule of thirds • Wide and tight shots • Follow action • Zooms and pans • Using natural sound to enhance a story • Creating match edits (tight and wide of the same subject) <p>Research and communication skills</p> <ul style="list-style-type: none"> • Understanding files types • Understanding copyright issues • Selecting appropriate content • Communicating information to audiences <p>Technical Skills</p> <p><i>General</i></p> <ul style="list-style-type: none"> • Shooting mix of shots • Shooting shots with natural sound <p><i>Adobe Premiere Pro</i></p>	<ul style="list-style-type: none"> • capture video • import • log clips • natural sound • shot list • Source Monitor • transition • uncompressed video
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	<p>ARPA01.04.02 Apply knowledge of basic editing to both linear and nonlinear systems.</p> <p>ARPA01.04.03 Employ knowledge of control peripherals used for editing.</p>		

		<ul style="list-style-type: none">• Capturing video• Using the Source Monitor• Inserting and overlaying clips• Applying basic transitions• Incorporating sound• Exporting video	
--	--	--	--

UNIT 2: ESSENTIAL QUESTIONS

- How are video shooting techniques guided by general videography principles?
- How do we plan and capture video of a live event?
- How do we determine the best techniques for capturing ambient sound?
- How do you create a video of an action sequence?
- How does Adobe Premiere Pro support video production?
- How do we determine the appropriate file formats for videos?
- How can we manipulate and improve video?

CTE Standard	Learning Targets:	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> ● I can explore and understand general principles for video shooting techniques. ● I can investigate how to capture action. ● I can capture video of a live event. ● I can capture ambient sound. ● I can explain the purpose of pre-event location visits. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Performance Activity: Video Pre-production ● Performance Activity: Video Production 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Students identify effective techniques for engaging the audience and capturing action. ● Students describe the video pre-production phase where they learn about creating shot lists, project proposals, and treatments. ● Students create a shot list identifying the shots that will best showcase that event. They should also identify the goals of the video in their shot list. ● Students explain the advantages of going to the event location ahead of time to plan where they will film. ● Students learn about the production phase in the video production workflow; they will learn about shot techniques, shooting tips, and audio tips. ● Student groups attend their selected event(s) and capture video according to their shot lists.
	Pacing: 2 - 45 minute class periods	<p>CCSS ELA & Math Connections:</p> <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> ● I can create a video documenting an action sequence. ● I can describe the technical skills needed to edit video for assembly, rough, and final cuts for a video project. ● I can demonstrate how to use Adobe Premiere Pro to import, capture, and manage media. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Performance Activity: Video Post-production ● Performance Activity: Getting Started with Adobe Premiere Pro 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Students discuss in detail the steps and technical skills needed to edit video in order to make assembly, rough, and final cuts for their video project. ● Students log clips and capture video from their unedited footage. ● Students continue using Adobe Premiere Pro, including: <ul style="list-style-type: none"> ○ Understanding the workspace ○ Importing files ○ Capturing video ○ Managing media ○ Using the Storyboard feature ○ Working with clips in the Timeline panel

	Pacing: 3 - 45 minute class periods	CCSS Connections: •	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> • I can edit video transitions using the Timeline panel, Source Monitor, Program Monitor, and Trim panels. • I can apply transitions that align to my project goals. • I can export video to different mediums and formats. • I can explain the need for different media formats. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Getting started with video editing. • Performance Activity: Exporting Video 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. • Students edit and construct their videos and to apply transitions individually, asking them to keep in mind their initial goals. • Students are introduced to options for exporting video to different mediums and formats, file types, and the need for the various formats. • Students export their edited video as a basic uncompressed video file.
	Pacing: 4 - 45 minute class periods	CCSS Connections: •	
ISTE: Technology Operations and Concepts	<ul style="list-style-type: none"> • I can describe how the editing process can manipulate video. • I can explain the power an editor has of representing the same information in different ways. • I can discuss the responsibility an editor has to accurately and honestly represent a situation, story, or person (both visual and audio). • I can express the need to be aware of bias when editing video and to notice it in others' videos. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Presenting Design Projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students present their work to an audience. They present their final videos to other members of their initial shooting group, explaining the techniques they used to engage their audience and meet their goals. • Students solicit peer review so students can offer one another a constructive critique of their videos. • Students discuss how different approaches to the same video vary even though they used the same footage. • Students discuss the ethical responsibility of editing video in this project and for all future projects.
	Pacing: 2 - 45 minute class periods	CCSS Connections: •	

Unit 2 ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> • Transition analysis: Ask students to search for and select favorite video segments that use transitions to create whimsy or add visual interest. • Transition vocabulary: Have the students search for popular examples of transitions (click wipe, push, slash slide, and so on) and document the vocabulary, explaining the effect of each transition.

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>.
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
 - For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.

Unit 3 - Project 3: News Stories

Unit Overview

Working on creating a basic news story, students learn about specific news editing techniques and the journalistic code of ethics. Students work in teams to select a subject, conduct an interview, and report a story. Students learn to incorporate video elements in news stories, such as interview sound bites, reporter stand-up, b-roll footage, natural sound, supers, and reporter narration.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM - Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.	<p>Project management skills</p> <ul style="list-style-type: none"> • Plan and manage projects with multiple steps • Identifying audience, purpose, and goals • Researching and selecting a news story focus • Developing a shot list • Developing a script • Selecting and using appropriate applications <p>Design skills</p> <ul style="list-style-type: none"> • Creating an original work • Identifying principles for video shooting techniques • Learning video shooting techniques: <ul style="list-style-type: none"> • Shooting a sequence • Leaning in and out • Lighting for interviews • Setting up interviews • Shooting b-roll footage • Strengthening a project with supers <p>Research and communication skills</p> <ul style="list-style-type: none"> • Evaluating and analyzing news stories • Writing in active voice • Writing interview questions • Planning strategies to guide inquiry • Understand and apply the journalistic code of ethics • Conducting interviews • Using voice overs 	<ul style="list-style-type: none"> • b-roll footage • codec • J- and L-cuts • journalistic code of ethics • media encoder • mpeg • H.264 • news style editing • supers
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	<p>ARPA01.04.01 Identify the basic functions and resources for editing.</p> <p>ARPA01.04.02 Apply knowledge of basic editing to both linear and nonlinear systems.</p> <p>ARPA01.04.03 Employ knowledge of control peripherals used for editing.</p>		
ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.	ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.		

		Technical Skills <i>General</i> <ul style="list-style-type: none">• Shot techniques for interviews and news stories• Understand and select microphone types• Using effective narration techniques <i>Adobe Premiere Pro</i> <ul style="list-style-type: none">• Using Program Monitor and Trim panels• Creating J- and L-cuts• Adding multiple types of audio• Using the Mixer to record a narration• Use the Titler to create supers• Exporting to web-ready video	
--	--	--	--

UNIT 3: ESSENTIAL QUESTIONS

- How are copyrights identified and adhered to in video production?
- What role does fair use guidelines play in creating videos?
- How do pre-production activities contribute to an effective video?
- How do we identify and evaluate reliable information when researching a story?
- How do we identify and select best practices for editing sound and video?
- Why is it necessary to use different file types and formats?
- How does peer review help improve our work?

CTE Standard	Learning Targets:	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.06	<ul style="list-style-type: none"> ● I can analyze video clips to describe and identify copyright issues and fair use guidelines for video production. ● I can collaborate with my group members to select a meaningful story to report. ● I can contribute to developing an interview list, shot list, project proposal, and draft script. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Copyright and fair use ● Performance Activity: Video pre-production 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students view news clips and identify and analyze how the following impact the story and its intended audience: shot selection, transitions, story types, narration, and lighting. ● As students view the news clips, they discuss the journalistic code of ethics and the following concepts: truth, accountability, fairness, harm and safety. ● Assign students to small groups and provide final video project guidelines. ● Groups select a story to report on (Ex., the effects of a school policy, the success of a sports team, a profile of a teacher or student, or a popular school trend) and explain how they will plan the following elements: people to interview, shot list, project proposal, B-roll footage, draft script for reporter stand-up.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.04 ARPA01.06	<ul style="list-style-type: none"> ● I can engage in research to obtain information on the topic of my story. ● I can evaluate the validity of information found in research. ● I can describe shot techniques, shooting and audio tips. ● I can use the Voicing Narrations guide to prepare for working with natural sound. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Research and screenwriting ● Performance Activity: Video production 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students are introduced to research and screenwriting in the pre-production process, writing for video best practices, and how to use Adobe Story in the screenwriting process. ● Students research the news story topic and acquire any needed permission for filming on school grounds, filming minors, etc... ● During research students evaluate the validity, currency, and bias of the content they are including, specifically when they find the information on the web. ● Groups identify, write, review, and revise interview questions to use in the reporter stand-up script and write a draft script. ● Students learn about the production phase in the video production workflow. They will learn about shot techniques, shooting tips, and audio tips.

	<ul style="list-style-type: none"> ● I can plan and shoot a news story. ● I can conduct and film interviews. 		<ul style="list-style-type: none"> ● Groups discuss preparations for filming, such as planning the types and locations of camera(s), lighting, and microphones prior to filming. ● Groups review the tips and techniques for shooting video and capturing audio, especially when interviewing people. ● Students use the Voicing Narrations guide to prepare for working with natural sound, recording the reporter and combining the two types of sounds. ● Groups film their interviews, b-roll footage, and reporter stand-up according to their shot list.
	Pacing: 3 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> ● I can describe and select best practices for recording narration. ● I can use and edit sound. ● I can blend and combine different sounds and apply crossfades. ● I can edit b-roll footage. ● I can record and incorporate narration. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Recording and editing audio ● Performance Activity: Getting started with video editing 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students use what they learned about editing audio and video to create news style editing including: J- and L-cuts, and ripple and rolling edits. ● Students edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. ● Groups edit and construct their news story.
	Pacing: 4 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> ● I can use text in video projects to create supers, titles, and credits. ● I can engage in peer review to accept and provide feedback. ● I can implement suggestions for improvement of my project. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: How to create supers, titles, and credits ● Performance Activity: Peer review 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students learn how and when to use text in a video project and how to create supers, titles, and credits. ● Groups create supers for their news story by using a template. ● Students discuss how to participate in peer review by communicating information and listening and providing feedback. ● Groups review each other's videos, providing comments on how well the video meets the project proposal. ● Groups implement suggestions to improve their news stories.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03	<ul style="list-style-type: none"> ● I can export video in different 	Summative Assessment	Mandatory Lessons/Activities:

ARPA01.04 ISTE: Communication and Collaboration	formats and mediums. <ul style="list-style-type: none"> ● I can explain the need for different file formats. ● I can present my work to an audience. ● I can explain how I applied the journalist code of ethics in my project. ● I can identify learning that will further my skill set. 	<ul style="list-style-type: none"> ● Performance Activity: Exporting video ● Performance Activity: Presenting design projects 	<ul style="list-style-type: none"> ● Students learn options for exporting video to different mediums and formats, file types, and the need for the various formats. ● Students save news stories, export them in a variety of web ready formats for different bandwidths, and save this export process as a batch process. ● Groups present their news stories to the class and describe the video techniques they employed, how they applied the journalistic code of ethics, what they learned in doing this project, and what they would like to learn to further their skill set.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	

Unit 3 ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> ● Newscast: Have the class create an entire newscast with several news reports (sports, politics, weather) and roles (anchor, reporter, weatherperson, and so on). If possible, broadcast the newscast to the school. ● Journalistic code of ethics: Ask students to research the journalistic code of ethics and then analyze various newscasts from different channels to critique how well they seem to adhere to these ethics. ● Podcast: Take the audio portion of the final news story and turn it into a podcast that can be streamed or downloaded from a website.

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com> .
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.
- You might supplement this project with the following video production books:
 - Bliss, E.; Hoyt, J. (1994). Writing News for Broadcast 3rd ed. N.Y., N.Y.: Columbia University Press.
 - Block, Jr., M.; Durso, J. (2010). Writing News for TV & Radio: The New Way to Learn Broadcast News Writing. Washington, D.C.: CQ Press.
 - Tuggle, C.A.; Carr, F.; Huffman, S. (2006). Broadcast News Handbook: Writing, Reporting, Producing in a Converging Media World, 3rd ed. N.Y., N.Y.: McGraw-Hill

Unit 4 - Project 4: Public Service Announcements

Unit Overview

Public service announcements (PSA) bring public awareness to particular issues. They are short, concise videos that make a point quickly and clearly. PSAs can be an effective way to teach students how to focus content on a specific topic and goal while learning the video production process. In this unit, students plan, shoot, edit, and produce a PSA. They analyze how a particular shot will impact the mood and intention in a video. They learn how to create motion effects for both video and audio. For this project, you might decide to work with school groups or local community organizations so students create a PSA for a particular issue or group.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM - Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment	ARPA01.02.01 Describe the types of microphones, pick-up patterns, and	Project management skills <ul style="list-style-type: none"> • Selecting and planning a PSA theme 	<ul style="list-style-type: none"> • alpha channel transparencies

<p>use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.</p>	<p>techniques required for a variety of audio presentations.</p> <p>ARPA01.02.02 Employ knowledge regarding audio equipment used for productions including: basic recording equipment, equalizers, mixing consoles, and quality-monitoring equipment.</p>	<ul style="list-style-type: none"> • Creating and managing a project proposal • Developing a shot list • Developing a script • Identifying assets • Collaborate, organize and track reviews using Clip Notes • Using naming conventions for organizing clips <p>Design skills</p> <ul style="list-style-type: none"> • Identifying audience, purpose, and goals • Understanding design elements for various film types • Understand production plan phases for various film types • Learning video shooting techniques: • Closing shots • Establishing shots • Planning integration of still imagery and video • Understanding audio file types <p>Research and communication skills</p> <ul style="list-style-type: none"> • Analyzing and evaluating PSAs • Planning strategies to guide inquiry • Researching topics for PSAs • Writing scripts • Applying copyright and fair use • Conducting peer reviews • Demonstrating personal responsibility by using feedback <p>Technical Skills</p> <p><i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Using compositing to incorporate imagery • Adding titles by using the Titler • Using basic motion effects • Enhancing text by using sheen, shadows, fills, and shapes • How to work with audio • Syncing audio to video • Exporting to web-ready video <p><i>Adobe Story</i></p> <ul style="list-style-type: none"> • Writing a script for a public service announcement <p><i>Audition</i></p> <ul style="list-style-type: none"> • Understanding the Audition interface • Recording narration • Mixing music, natural sound, narration, and sound bites • Editing audio 	<ul style="list-style-type: none"> • audio mixer • final cut • motion effects • public service announcement • rough cut • scriptwriting • voiceover narration
<p>ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.</p>	<p>ARPA01.03.02 Apply knowledge of analog and digital video formats.</p> <p>ARPA01.03.03 Demonstrate operation of video systems.</p> <p>ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.</p>	<p>Research and communication skills</p> <ul style="list-style-type: none"> • Analyzing and evaluating PSAs • Planning strategies to guide inquiry • Researching topics for PSAs • Writing scripts • Applying copyright and fair use • Conducting peer reviews • Demonstrating personal responsibility by using feedback <p>Technical Skills</p> <p><i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Using compositing to incorporate imagery • Adding titles by using the Titler • Using basic motion effects • Enhancing text by using sheen, shadows, fills, and shapes • How to work with audio • Syncing audio to video • Exporting to web-ready video <p><i>Adobe Story</i></p> <ul style="list-style-type: none"> • Writing a script for a public service announcement <p><i>Audition</i></p> <ul style="list-style-type: none"> • Understanding the Audition interface • Recording narration • Mixing music, natural sound, narration, and sound bites • Editing audio 	
<p>ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.</p>	<p>ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the critical elements in designing a production to activities in the production stage.</p>	<p>Research and communication skills</p> <ul style="list-style-type: none"> • Analyzing and evaluating PSAs • Planning strategies to guide inquiry • Researching topics for PSAs • Writing scripts • Applying copyright and fair use • Conducting peer reviews • Demonstrating personal responsibility by using feedback <p>Technical Skills</p> <p><i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Using compositing to incorporate imagery • Adding titles by using the Titler • Using basic motion effects • Enhancing text by using sheen, shadows, fills, and shapes • How to work with audio • Syncing audio to video • Exporting to web-ready video <p><i>Adobe Story</i></p> <ul style="list-style-type: none"> • Writing a script for a public service announcement <p><i>Audition</i></p> <ul style="list-style-type: none"> • Understanding the Audition interface • Recording narration • Mixing music, natural sound, narration, and sound bites • Editing audio 	

UNIT 4: ESSENTIAL QUESTIONS

- How do video and audio help convey the message of a PSA to its audience?
- How do the steps of the pre-production phase support making an effective PSA?
- How do videographers work to improve the quality of their recorded video and audio clips while on scene?
- How is a video blended into a final project?
- What purpose do effects serve in videography?
- How does peer review improve the quality of the PSA?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> ● I can identify the audience, purpose, and perspective of public service announcements. ● I can create shot lists, project proposals, and treatments. ● I can prepare a project proposal to pre-plan the PSA production. ● I can identify additional assets (such as audio, images, interviews, and narration) for their PSA. ● I can discuss the appropriate image formats for use in video. ● I can use Adobe Story to write a script for my PSA. ● I can identify the script to use based on the type of film project. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Video pre-production ● Performance Activity: Research and screenwriting 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students view public service announcements to identify and analyze the audience, purpose, and perspective. ● Students discuss uses of each shot, audio or blended audio, and the elements to create impact in the PSA. ● Students are assigned in small groups and introduced to the unit project and project guidelines. ● Student groups identify the topic and point of view of their PSA. ● Groups will plan how they will use lighting, shot selection, b-roll footage, and shot sequence to impact the mood and intention of their chosen PSA. (Allow students time to research their PSA topic.) If necessary they should contact (via e-mail, phone, web conferencing, and so on) any individuals or organizations that will help them gather information for their PSA. ● Students describe writing for video best practices and how to use Adobe Story in the scriptwriting process. ● Student groups write and revise an outline of a script for their PSA that includes voiceover narration using Adobe Story and submit for approval.
	Pacing: 3 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can describe shot techniques. ● I can use shooting and audio tips to improve my recordings. ● I can select sound clips, 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Video production ● Performance Activity: Recording and editing audio ● Performance Activity: Editing audio 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students learn about the production phase in the video production workflow: they learn about shot techniques, shooting tips, and audio tips. ● Groups shoot footage according to their shot list. ● Groups view their footage and select sound clips, shots, and assets that meet the goals in their project proposals.

	<p>shots, and assets from recorded footage.</p> <ul style="list-style-type: none"> ● I can write a script. ● I can record narration. ● I can edit audio clips and text. ● I can blend and combine different sounds. ● I can assemble my video and sound clips. 	with Adobe Audition	<ul style="list-style-type: none"> ● Groups write their voiceover narration script based on the clips, shots, and assets they have collected and reviewed. ● Groups conduct a peer review with their final scripts and improve them based on peer feedback. ● Students learn how to work with audio in Adobe Premiere Pro and Audition, including best practices for recording narration and how to blend and combine different sounds. ● Using the approved script, groups record their voiceover narration. ● If using Adobe Audition, instruct students to use round trip audio editing process between Adobe Premiere Pro and Audition to edit, blend, and sync their audio. ● Students assemble and edit their videos
	Pacing: 3 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.06	<ul style="list-style-type: none"> ● I can apply text effects, motion effects, and image effects. ● I can apply effects for video, text, and graphics for my PSA. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Applying video effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students create rough cuts of their videos.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.06 ISTE: Collaboration and Communication	<ul style="list-style-type: none"> ● I can engage in peer review by communicating information and listening and providing feedback. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Peer review ● Performance Activity: Exporting video 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Groups review their videos with each other and brainstorm areas for improvement. ● Students make necessary editing and audio changes based on their review to make the final cut of their PSA. ● Students export their final PSA in multiple formats for delivery over the web.
	Pacing: 1 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03 ARPA01.06	<ul style="list-style-type: none"> ● I can edit and produce a public service announcement for the web. ● I can present my work to an audience. ● I can reflect on my work and 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Presenting design projects ● Performance Activity: Design project reflection papers 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students discuss their pre-production, production, and post-production process, shot decisions, and editing decisions. ● Students write about the process of creating the PSA and identify areas for improvement for both their PSA and their process. ● Groups document the following in a one-page reflection paper:

	identify areas for improvement in creating professional videos.		<ul style="list-style-type: none"> • Evidence of proper copyright citation and fair use guidelines for PSA. • Evidence of how they applied the journalistic code of ethics. • Reflection on the team process and ways to improve the process.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> • 	

Unit 4 ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> • Research: Ask students to search online and write a paper or create a presentation on the history of public service announcements. • Copyright and fair use: To reinforce these concepts, ask students to create PSAs that cover important topics of copyright and fair use. For ideas, view the lesson from the National Council on Teaching English (NCTE): www.readwritethink.org/lessons/lesson_view.asp?id=939. • PSA evaluation: Ask students to take some of the PSAs they previewed at the beginning of the activity and deconstruct them, tying the shots and audio to the goals and behavioral changes the PSA is advocating. Students can then keep a reference document of these techniques to use in other videos they create. • Public service website: Create a website around the PSA topic, including calls to action, background resources, and advocacy plans. You might cover basics of web design and development, using the activities from the Adobe Education Exchange.
RESOURCES			
<ul style="list-style-type: none"> • To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: http://tv.adobe.com • For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/ • For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help. • For an overview of the interface and for more information on the technical aspects of Adobe Audition, see Audition Help. <p>Public service announcements</p> <ul style="list-style-type: none"> • A presentation on using PSAs in the classroom: http://kathyschrock.net/psa • Viewable PSAs, resources, and a PSA Producers Guide: www.listenup.org/index.php • A leading producer of PSAs: www.adcouncil.org 			

Unit 5 - Project 5: Portfolios (Mid-Semester)

Unit Overview

Portfolios communicate accomplishments, works in progress, or personal history. Individuals use portfolios to showcase their work when applying for a job, pitching to clients, or applying for higher education. Traditionally a portfolio is a book containing design samples. Portfolios can also be electronic, easily and quickly sharing a designer's work with anyone in the world. In this unit, students create the elements of a portfolio that features work they have completed and work to be completed, concentrating on a particular career area. As students create their portfolios, they plan, implement, and test their designs; students then reflect on and evaluate their work.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.01 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.	ARPA01.01.02 Analyze various careers and their job descriptions in audio and video technology, and film. ARPA01.01.04 Explain the value of having a broad general knowledge of fine arts, and cultural and regional diversity.	<p>Project management skills</p> <ul style="list-style-type: none"> • Planning and creating a portfolio • Describing the goals and uses of a portfolio • Identifying the purpose and audience for a portfolio • Organizing and managing content • Creating flowcharts <p>Design skills</p> <ul style="list-style-type: none"> • Selecting appropriate content • Designing for a specific audience and purpose • Providing consistency and accessibility • Providing universal navigation <p>Research and communication skills</p> <ul style="list-style-type: none"> • Investigating and researching career areas • Communicate information to particular audiences • Defining the goals and uses of a portfolio • Soliciting and providing feedback • Writing and editing content • Selecting the important information • Research relevant job skills and career opportunities <p>Technical Skills</p> <p>General skills</p> <ul style="list-style-type: none"> • Building a portfolio • Formatting and adding portfolio content • Updating a portfolio • Testing a portfolio 	<ul style="list-style-type: none"> • audience • flowchart • information architecture • portfolio • purpose • visualization
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.03 Demonstrate operation of video systems. ARPA01.03.04 Demonstrate video system maintenance procedures. ARPA01.03.05 Demonstrate camera operations and video signals.		
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	ARPA01.04.02 Apply knowledge of basic editing to both linear and nonlinear systems. ARPA01.04.03 Employ knowledge of control peripherals used for editing.		
ARPA01.05 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.	ARPA01.05.05 Demonstrate how to troubleshoot audio-video system operations.		

UNIT 5: ESSENTIAL QUESTIONS

- What information may be communicated with a portfolio?
- How can we prepare a portfolio to effectively communicate the portfolio goals?
- How are audience and audience needs considered when creating a portfolio?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> • I can describe the goals and uses of portfolios. • I can plan and create a flowchart for a portfolio. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Activity: Planning a portfolio 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students are introduced to the concept of a portfolio, its purpose, and its audience. • Students will review the many different formats for portfolios and select a format to support their portfolio purpose and audience.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> • 	
ARPA01.01 ARPA01.03 ARPA01.04 ARPA01.05	<ul style="list-style-type: none"> • I can research career areas in design and/or video production. • I can select and organize content for a portfolio. • I can write a mission statement and learning plan. • I can create a narrative to showcase my skills. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Career research • Performance Activity: Research and writing for design projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students research career areas and job titles in their desired career area. • Students create a career research document and select the focus for their portfolios based on their research. • Students research and write content for theme, purpose, and audience, specifically the following: <ul style="list-style-type: none"> • Writing, editing, organizing, and managing content • Communicating information to particular audiences • Accessing, evaluating, and, synthesizing content from multiple sources • Understanding the journalistic code of ethics.
	Pacing: 1 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> • 	
ARPA01.01	<ul style="list-style-type: none"> • I can construct, review, redesign, and finalize a portfolio based on my flowchart. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Design project review and redesign • Performance Activity: Presenting design projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students engage in a formal review and redesign process to improve and expand their design skills. • Considering the feedback, students implement any changes to their portfolios based on the results of the review. • Students how to present their work to an audience.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> • 	

Unit 5 ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> • Portfolios: Ask students to plan a portfolio that showcases their best work from all their courses. • Reflection supplement: Ask students to write up the decisions they made in the planning process for their portfolios. This document will help students reflect on their process and provide a framework for the next time they plan a website. • Reviewing audience and purpose: Looking at examples of portfolios can help students better understand the possibilities for their own designs. Have a student seminar group find examples and report to the class about the audience and purpose of each portfolio. This presentation can serve as a good introduction to the activity. • Fast finishers: For students who complete their portfolios early, have them create multiple versions, including a mobile version, of their portfolio website.
RESOURCES			
<ul style="list-style-type: none"> • For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/ 			

Unit 6 - Project 6: Commercials

Unit Overview

Commercials are short, stylistic, and impactful videos used to sell products, goods, services, and even political campaigns. In this project, students work with a client to create a commercial: identifying the goals, audience, and purpose for the commercial based on their client’s wishes. Students, working in teams, undergo a formal review and redesign cycle with their client and produce a final commercial that will be deployed on the web. In the process, students learn to create composited video using creative lighting techniques and special effects. You might choose to limit the scope of this project by being the client or by selecting a client in the school for each student group. Another alternative is to ask students to engage with local businesses and create a commercial for them.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.02.03 Explain features and uses of analog and digital audio formats.</p> <p>ARPA01.02.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks.</p> <p>ARPA01.02.05 Write audio scripts for various types of programs.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Creating a project plan, milestones, and roles • Identifying client needs and goals • Selecting actors • Directing actors <p>Design skills</p> <ul style="list-style-type: none"> • Designing and creating rough cuts and assembly cuts to communicate ideas to clients • Considering the technical and design impact of commercials deployed on the web • Setting up creative lighting • Compositing video • Working with chroma key sets • Using action videography 	<ul style="list-style-type: none"> • assembly cut • compositing • chroma key • final cut • keying effects • layering • masking • rotoscoping • rough cut • treatment
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.	<p>Research and communication skills</p> <ul style="list-style-type: none"> • Gather content and synthesize ideas for commercials • Pitching to a client • Reviewing and revising with clients • Creating a script • Reflecting on production and group process <p>Technical Skills <i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Using slow-motion and fast-motion tools • Working with keying effects 	
ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.	<p>ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the critical elements in designing a production to activities in the production stage.</p> <p>ARPA01.06.03 Apply knowledge of the critical elements in designing a production to activities in the postproduction stage.</p>		

		<ul style="list-style-type: none">• Exporting to web <i>Audition</i> <ul style="list-style-type: none">• Editing audio• Applying effects to audio clips <i>After Effects</i> <ul style="list-style-type: none">• Understanding the interface• Creating animated text• Creating special video effects• Rotoscoping	
--	--	---	--

UNIT 6: ESSENTIAL QUESTIONS

- How do we work with a client to create a commercial?
- How can we create a project plan and schedule by interviewing a client?
- How can we use compositing to create and assembly cut?
- How do we integrate motion and text animation and video special effects in our projects?
- What impact does integrated music with script have on our final product and its message?
- How can we improve our production processes using peer review and client feedback?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can work with a client to create a commercial. ● I can create a project plan and schedule from interviewing a client. ● I can collect design ideas based on client feedback and reviewing commercials and advertisements. ● I can brainstorm two ideas for the client commercial with my teammates. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Introduction to project planning, project management, and teamwork ● Performance Activity: Working with clients ● Performance Activity: Video pre-production 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students are introduced to Project planning, Production phases, Project management, and Working in teams. Place students in teams of 2-3 with different strengths in visual design and technical skill. ● Students are introduced to the best practices for working with clients to help them create projects that address the client's audience, purpose, and goals. ● In preparation for the client interview, teams discuss the kind of information needed about the client's goals and target audience. Teams research the client and discuss the interview questions, then interview their clients. ● Teams review any commercials and advertisements recommended by the client. They collect design ideas as they review commercials. ● Students brainstorm two ideas for the commercial and create two treatment documents that take into account concept, scene description, and approach.
	Pacing: 4 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can create commercials by compositing. ● I can discuss how compositing and audio integration enhance the commercial. ● I can gather photographs and images to create an assembly cut. ● I can create an assembly cut to communicate a message. ● I can communicate with the client to select the final idea for the commercial. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Understanding digital photography and digital images ● Performance Activity: Editing images and graphics 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students take photographs or scan images of products, services, and people to help the client visualize the commercial. ● Students identify and create any needed assets. (Secure permissions as needed) ● Students use an assembly cut to communicate their two concept ideas to the client, using still images and assets before they spend time shooting video. ● Teams present and explain their two ideas to their client, and using client feedback, select one idea and revise their assembly cut accordingly. ● Continue this cycle until the client approves a single commercial concept.

	Pacing: 2 - 45 minute class periods	CCSS Connections: ●	
ARPA01.02 ARPA01.03 ARPA01.05	<ul style="list-style-type: none"> ● I can work with clients to create a commercial. ● I can describe the benefits of chroma keys and compositing. ● I can determine if compositing or chroma keying shots should be used in their commercial. ● I can plan and complete the pre-production steps for my commercial. ● I can use Adobe Audition to edit audio and mix sound. ● I can record narration for voice overs. ● I can select and integrate music in my commercial. ● I can create a rough cut of my commercial. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Introduction to compositing and chroma keying ● Performance Activity: Editing audio with Adobe Audition ● Performance Activity: Applying Video Effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● As student teams plan their shot selections for the commercial, discuss techniques such as chroma keys and compositing that can help them create commercials and other types of video projects without being on location. ● Students determine if compositing or chroma keying shots should be used in their commercial. ● After final client approval, students complete the steps in the pre-production phase: (1) Shot list, with at least one composited video shot, (2) Script (if necessary, review the Research and scriptwriting activity), and (3) Project proposal, with talent (actors) identified, if applicable. ● Teams shoot footage and assemble any additional needed assets. ● Students learn how to edit audio and mix sound using Adobe Audition. ● Students record any necessary voiceover narration according to their scripts. ● Give students the option of creating or obtaining a musical score that fits the tone of their commercial and that they can integrate with any script dialog (voiceover narration, actor dialog, etc.) ● Students learn to speed up/reverse clips, layer clips, compositing, and masking. ● Using the footage and assets, students can edit a rough cut.
	Pacing: 5 - 45 minute class periods	CCSS Connections: ●	
ARPA01.02 ARPA01.03 ARPA01.05	<ul style="list-style-type: none"> ● I can engage in peer review to provide and utilize feedback to improve my project. ● I can create video effects using Adobe After Effects. ● I can publish my commercial in a web-ready format. ● I can debrief the project and creation process with my client to propose future improvements to the process. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Design Project Review and Redesign ● Performance Activity: Getting Started with Adobe After Effects ● Performance Activity: Creating Visual Effects with Adobe After Effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students engage in a formal review and redesign process to help them improve and expand their video production skills. ● Pair student groups and conduct a review and redesign cycle of their commercials. ● Students redesign their commercials and prepare the rough cut; show the rough cut to their client and solicit feedback. ● Students learn how to create video effects, text animations, and rotoscope using Adobe After Effects.. ● Each team creates graphic and visual effects for their commercial in After Effects and finalizes their commercial. ● Students publish their commercials in web ready formats. ● Students have a client debriefing session to review the final commercial and discuss the experience.
	Pacing: 3 - 45 minute class periods	CCSS Connections: ●	

Unit 6 ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> • Professional video producer or advertiser: You might ask a professional video producer or advertiser to come to class and talk about creating commercials and supporting documentation, explaining how they are helpful in the production process and as a tool for communicating with the client. • Simulated clients: If the project does not involve an external client, you can take one of the following approaches: <ul style="list-style-type: none"> • Have each student team present its needs for a commercial to the class. Have the class act as a client, giving feedback and assessing the commercial. • Pair two student teams together to serve as clients for each other. • You serve as the client and give feedback to student teams. • Original visuals: Ask students to use applications such as Photoshop and Illustrator to create any still images or enhance any photos taken and used in the commercial. • Blue sky client scenario: Have each student group create an exaggerated and fun organization and product that needs to be advertised. Have each team place their idea in a hat, and then have teams draw an idea to determine who will be their client. Encourage your students to be creative and take advantage of the features and effects in Adobe Premiere Pro and After Effects. • Teacher-led client scenario: If outside clients are not available, you can be the client mimicking a local business such as a restaurant. Ask students to design an advertisement for the restaurant highlighting ways they would use the menu choices and restaurant type to persuade the audience to come to the restaurant

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>.
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.
- For an overview of the interface and for more information on the technical aspects of Adobe Audition, see Audition Help.
- For an overview of the interface and for more information on the technical aspects of Adobe After Effects, see After Effects Help.

Commercials

- The process of making a commercial includes an example of a script and storyboard for a 30-second commercial: www.videomaker.com/article/3327/.
- Production techniques used in shooting documentaries, commercials, action events, training videos, promotional videos, and TV programs: www.videomaker.com/article/1395/.
- This article offers tips and tricks in creating a video ad: <http://adwords.blogspot.com/2006/09/video-ads-tips-and-tricks-part-1-of-3.html>.

Unit 7 - Project 7: Mini-documentaries

Unit Overview

Documentaries attempt to represent reality rather than tell a fictional story. Documentaries are essentially nonfiction film. In this project, students work in teams to create a mini-documentary: identifying the theme, audience, and goals for a particular topic. Within each team, students manage tasks from a particular filmmaking role perspective. In the process of making a mini-documentary, students learn to create advanced motion and color effects, use audio-editing techniques, and compose a musical score. Finally, each team will present their film in a student film festival.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.02.03 Explain features and uses of analog and digital audio formats.</p> <p>ARPA01.02.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks.</p> <p>ARPA01.02.05 Write audio scripts for various types of programs.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Creating a project plan, milestones, and roles • Managing tasks related to roles • Plan & manage concurrent editing by multiple editors • Planning for contingencies <p>Design skills</p> <ul style="list-style-type: none"> • Identifying documentary theme, audience, and goals • Understand image file types and resolutions for video • Using color effects in documentaries • Using motion effects in documentaries • Directing shots • Understanding impacts of visual compositions that include picture-in-picture • Using action videography 	<ul style="list-style-type: none"> • credits • keyframe interpolation • loop • music bed • nested sequences • picture-in-picture • sound effect
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.		
ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.	<p>ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the critical elements in designing a production to activities in the production stage.</p> <p>ARPA01.06.03 Apply knowledge of the critical elements in designing a production to</p>	<p>Research and communication skills</p> <ul style="list-style-type: none"> • Conducting research • Understanding copyright issues • Writing scripts • Conducting peer reviews • Presenting films <p>Technical Skills <i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Creating transitions, borders, sepia tones, and 	

	<p>activities in the postproduction stage.</p>	<p>soft-focus effects</p> <ul style="list-style-type: none"> • Using keyframes for motion effects • Using picture-in-picture • Using a nested sequences editing technique • Creating titles and rolling credits <p><i>Audition</i></p> <ul style="list-style-type: none"> • Editing audio • Applying effects to audio clips • Using loops, music beds, and sound effects <p><i>Encore</i></p> <ul style="list-style-type: none"> • Creating a DVD 	
--	--	---	--

UNIT 7: ESSENTIAL QUESTIONS

- How can I create a documentary that effectively conveys my intended message and information?
- How can I use text, motion, and image effects to create compelling images and video?
- How can I use peer review to improve my project?
- How does audio and sound effects improve the ability to convey the information in my documentary?
- How do we determine the format for our final product?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can create a video without being on location. ● I can apply text effects, motion effects, and image effects. ● I can use nested sequence, picture-in-picture, beveled edges, and shadows to create compelling stills for sequencing. ● I can use 3D and keyframe manipulation to create my video. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Introduction to compositing and chroma keying ● Performance Activity: Applying video effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students are introduced to the project goals for creating a documentary. ● Students use chroma keying and compositing to create video projects without needing to be on location. ● Students use separate nested sequences, breaking projects into segments they can edit concurrently to create challenging effects. ● Students use picture-in-picture, beveled edges and shadows, and other special effects to create compelling still images for use in their mini-documentaries. ● Students should use 3D effects and keyframe manipulation to create motion effects.
	Pacing: 4 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can engage in peer review to solicit and provide feedback to improve my project. ● I can confirm and reschedule my project deadlines if needed. ● I can create a rough cut. ● I can describe the impact and process of creating audio effects and soundtracks for video projects. ● I can edit, use audio-effect, and scoring techniques in Audition. ● I can create a soundtrack for my mini-documentaries. ● I can use text in a video project and create supers, titles, and credits. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Design project review and redesign ● Performance Activity: Creating soundtracks and adding sound effects ● Performance Activity: How to create supers, titles and credits 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students engage in a formal review and redesign process to help them improve and expand their video production skills. ● Students confirm they can still make all project proposal deadlines. Re-address deadlines if they will not be able to meet them. ● Students use their footage and assets to create a rough cut of the documentary. ● Teams apply audio effects to the audio from their footage. ● Students use the available loops, music beds, and sound effects in Audition to create a soundtrack for their mini-documentaries. ● Teams create rolling credits and any other supers and titles for their documentary films. ● Teams create the final cut of their mini-documentary.

	Pacing: 3 - 45 minute class periods	CCSS Connections: •	
ARPA01.02 ARPA01.03 ARPA01.05	<ul style="list-style-type: none"> • I can work in teams to create a short documentary. • I can identify the documentary theme, audience, and goals. • I can create a DVD and export a web-ready format for the documentary. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Exporting video • Creating DVDs with Encore 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students export their videos to DVD format and create a single-menu DVD by using Encore. • Students export their videos in a web-ready format. • The class will conduct a film festival. As a class, define the awards categories and create an awards list with criteria for each category. • Each team screens their documentary for the class. At the conclusion of the film, each student completes an award sheet for that documentary. Collect the award sheets and hold a class ceremony honoring each of the films.
	Pacing: 2 - 45 minute class periods	CCSS Connections: •	

Unit 7 ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> • Ancillary materials: After students have completed their mini-documentaries, have them design and create other materials they might need to promote the films, such as a short movie trailer. • Cross-curricular extension: Work with a content area teacher (for instance, science, English, or social studies) and support the teacher and students as they create a documentary film as a class project in that subject.
RESOURCES			
<ul style="list-style-type: none"> • To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: http://tv.adobe.com. • For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/ • For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help. • For an overview of the interface and for more information on the technical aspects of Adobe Audition, see Audition Help. • For an overview of the interface and for more information on the technical aspects of Adobe After Effects, see After Effects Help. 			

Documentaries

- Documentary Film 101: http://documentaries.about.com/od/introtodocumentaries/Documentary_Film_101.htm
- Advice on directing and fundraising for a documentary film: www.creativehat.com/Filmmaking/a020501a.htm
- Shooting tips for making a documentary: www.dvworkshops.com/newsletters/shootingdynamicdoc.html#article2
- Free access to documentaries: www.snagfilms.com/

Final Project: Portfolio (End-of-Semester)

Project Overview

Portfolios communicate accomplishments, works in progress, or personal history. Individuals use portfolios to showcase their work when applying for a job, pitching to clients, or applying for higher education. Traditionally a portfolio is a book containing design samples. Portfolios can also be electronic, easily and quickly sharing a designer’s work with anyone in the world. In this project, students create the elements of a portfolio that features work they have completed and work to be completed, concentrating on a particular career area. As students create their portfolios, they plan, implement, and test their designs; students then reflect on and evaluate their work.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.02.03 Explain features and uses of analog and digital audio formats.</p> <p>ARPA01.02.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks.</p> <p>ARPA01.02.05 Write audio scripts for various types of programs.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Planning and creating a portfolio • Describing the goals and uses of a portfolio • Identifying the purpose and audience for a portfolio • Organizing and managing content • Creating flowcharts <p>Design skills</p> <ul style="list-style-type: none"> • Selecting appropriate content • Designing for a specific audience and purpose • Providing consistency and accessibility • Providing universal navigation <p>Research and communication skills</p> <ul style="list-style-type: none"> • Investigating and researching career areas • Communicating information to particular audiences • Defining the goals and uses of a portfolio 	<ul style="list-style-type: none"> • audience • flowchart • information architecture • portfolio • purpose • visualization
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.		
ARPA01.06 Design a	ARPA01.06.01 Apply knowledge of the		

<p>production for audio- video presentation to acquire an understanding of the entire production process.</p>	<p>critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the critical elements in designing a production to activities in the production stage.</p> <p>ARPA01.06.03 Apply knowledge of the critical elements in designing a production to activities in the post production stage.</p>	<ul style="list-style-type: none"> • Soliciting and providing feedback • Writing and editing content • Selecting the important information • Research relevant job skills and career opportunities <p>Technical Skills</p> <p>General skills</p> <ul style="list-style-type: none"> • Building a portfolio • Formatting and adding portfolio content • Updating a portfolio • Testing a portfolio 	
---	--	--	--

UNIT 8: ESSENTIAL QUESTIONS

- What information may be communicated with a portfolio?
- How can we prepare a portfolio to effectively communicate the portfolio goals?
- How are audience and audience needs considered when creating a portfolio?
- How can I best showcase my skills and talent with a portfolio?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> • I can describe the goals and uses of portfolios. • I can plan and create a flowchart for a portfolio. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Performance Activity: Activity: Planning a portfolio 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Students review the concept of a portfolio, its purpose, and its audience. • Students select a format to support their portfolio purpose and audience.
	Pacing: 2 - 45 minute class periods	<p>CCSS ELA & Math Connections:</p> <ul style="list-style-type: none"> • 	
ARPA01.01 ARPA01.03 ARPA01.04 ARPA01.05	<ul style="list-style-type: none"> • I can research career areas in design and/or video production. • I can select and organize content for a portfolio. • I can write a mission statement and learning plan. • I can create a narrative to showcase my skills. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Performance Activity: Career research • Performance Activity: Research and writing for design projects 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Students research career areas and job titles in their desired career area. • Students create a career research document and select the focus for their portfolios based on their research. • Students research and write content for theme, purpose, and audience, specifically the following: <ul style="list-style-type: none"> • Writing, editing, organizing, and managing content • Communicating information to particular audiences • Accessing, evaluating, and, synthesizing content from multiple sources • Understanding the journalistic code of ethics.

	Pacing: 3 - 45 minute class periods	CCSS Connections: •	
ARPA01.01	• I can construct, review, redesign, and finalize a portfolio based on my flowchart.	Summative Assessment • Performance Activity: Design project review and redesign • Performance Activity: Presenting design projects	Mandatory Lessons/Activities: • Students engage in a formal review and redesign process to improve and expand their design skills. • Considering the feedback, students implement any changes to their portfolios based on the results of the review. • Students create any additional summaries or written elements and build any design elements for their portfolios, with Photoshop and Illustrator, using the various techniques they have learned. • Students present their work to an audience.
	Pacing: 2 - 45 minute class periods	CCSS Connections: •	

Unit 8 ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
			<ul style="list-style-type: none"> • Portfolios: Ask students to plan a portfolio that showcases their best work from all their courses. • Reflection supplement: Ask students to write up the decisions they made in the planning process for their portfolios. This document will help students reflect on their process and provide a framework for the next time they plan a website. • Reviewing audience and purpose: Looking at examples of portfolios can help students better understand the possibilities for their own designs. Have a student seminar group find examples and report to the class about the audience and purpose of each portfolio. This presentation can serve as a good introduction to the activity. • Fast finishers: For students who complete their portfolios early, have them create multiple versions, including a mobile version, of their portfolio website.
RESOURCES			
For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/			



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Illustration
Course Description for Program of Studies	In this course students will learn basic drawing skills, Color Theory, Figure and character illustration, and the different applications of illustration in sequential art, literature, advertising and editorial work.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	.5x

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	BASIC DRAWING SKILLS	COLOR THEORY	FIGURE/CHARACTER	TYPES OF ILLUSTRATION	PRESENTING
Creating					
VA:Cr1.1 Investigate, Plan, Make	S	S	S	S	
VA:Cr2.1 Organize and develop artistic ideas and work	S	S		S	S
VA:Cr3.1 Refine and complete artistic work.	P	P	P		
Presenting					
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.	S				S
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					P
VA:Pr6.1 Convey meaning through the presentation of artistic work.					S

Responding					
VA:Re7.1 Perceive and analyze artistic work.		S		S	
VA:Re8.1 Interpret intent and meaning in artistic work.					S
VA:Re9.1 Apply criteria to evaluate artistic work.			S		
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.			S		
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				P	

ESSENTIAL QUESTIONS

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

ENDURING UNDERSTANDING

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Visual imagery influences understanding of and responses to the world.
- Creativity and innovative thinking are essential life skills that can be developed.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

UNIT 1: BASIC DRAWING SKILLS

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1. HSI	<ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. 	Content Knowledge	Learning Activities or Resources <ul style="list-style-type: none"> Describe form with value Shade and produce a range of values Utilize Linear and atmospheric perspective to create the illusion of depth. Use direct observation of subject matter to create Contour drawings. Applying the elements and principles to create an effective composition. (exists in all units)
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr2.1. HSI	<ul style="list-style-type: none"> Engage in making a work of art or design without having a preconceived plan. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr3.1. HSI	<ul style="list-style-type: none"> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Pr4.1. HSI	<ul style="list-style-type: none"> Analyze, select, and curate artifacts and/or artworks for presentation and preservation. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Create innovative compositions by purposely organizing the **Elements of Art** and the **Principles of Design** in my drawings
- Use changes in **value** and rules of perspective to render basic **Forms** and create the illusion of depth.
- Use direct observation of subject matter to create contour line drawings.
- Photograph my artwork, create “digital assets” and develop a digital portfolio of my work
- Changes in Value can describe Form
- The rules of perspective create depth andrealism
- Looking closely at objects helps me to render them more realistically than drawing those objects from my imagination
- Careful arrangement of The Elements and Principles of Design within the available space creates an intentional/innovative composition
- Why is it important to look closely at your subject matter?
- How can I use value to create the illusion of depth in my drawings?
- How can I use the rules of perspective to create the illusion of depth in my drawing

UNIT 2: COLOR THEORY

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<ul style="list-style-type: none"> ● VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors. 	Content Knowledge	Learning Activities or Resources	<ul style="list-style-type: none"> ● Color wheel /primary/secondary/ tertiary colors ● Schemes- Monochromatic, Analogous, Complementary, Split Complementary, triadic ● CMY colors ● Link to Art History ● emotional/societal connections to colors and color schemes (unity, contrast) ● (introduction to adobe photoshop and illustrator here)tech ● Colors are associated with various personal and cultural meanings. ● Colors can be mixed and used together to create different color schemes. ● How can I use color to affect the viewer of my artwork? ● Why is it important to know how to mix colors? ● What is the difference between RYB primary and CMY colors?(maybe cut) ● How might various project requirements affect my color choices? 	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)			
	Physical Skill			
	Product Development			
	Learning Behavior			
<ul style="list-style-type: none"> ● VA:Cr2.3.HSIII Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 	Content Knowledge			
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)			
	Physical Skill			
	Product Development			
	Learning Behavior			
<ul style="list-style-type: none"> ● VA:Cr3.1.HSI Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan 	Content Knowledge			
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)			
	Physical Skill			
	Product Development			
	Learning Behavior			

	revisions for works of art and design in progress.			
<ul style="list-style-type: none"> ● VA:Re.7.2.HSI Analyze how one's understanding of the world is affected by experiencing visual imagery. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

Learning Targets

I CAN:

- Identify and use primary, secondary, and tertiary **colors** to create various color schemes
- Explore color associations
- Use color purposely to affect and inform the viewer.
- Apply **color** using wet and dry media

UNIT 3: FIGURE/CHARACTER

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<ul style="list-style-type: none"> ● VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors. 		Content Knowledge		<p>Learning Activities or Resources</p> <ul style="list-style-type: none"> ● Study of Canons of the Human figure : heroic, ideal, ordinary as well as differences for male female and age. ● Facial proportions ● Character Design (creation of your own unique character) ● How do artists and designers determine whether a particular direction in their work is effective? ● How do life experiences influence the way you relate to art?
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<ul style="list-style-type: none"> ● VA:Cr3.1.HSI Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<ul style="list-style-type: none"> ● VA:Re.9.1.HSI Establish relevant criteria in order to evaluate a work of art or collection of works. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

			Learning Behavior	
	<ul style="list-style-type: none"> ● VA:Cn10.1.HSI Document the process of developing ideas from early stages to fully elaborated ideas. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Apply an understanding of the human anatomy in figure drawing/ character design.
- Use facial proportions to create both realistic and imaginary faces/characters.
- Create an original character utilizing my prior knowledge of the elements and principles of art.

UNIT 4: TYPES OF ILLUSTRATION

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2. HSI	<ul style="list-style-type: none"> ● Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1. HSII	<ul style="list-style-type: none"> ● Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 		Content Knowledge	<ul style="list-style-type: none"> ● Sequential: comic strip, storyboard, process illustration ● Narrative: game design, children’s book illustration, Graphic novel ● Informative: diagrams, medical/scientific illustration, instructional illustrations ● Advertising/persuasive: product, public health campaign, political campaign, political cartoons ● (historical connection---20th Century Propaganda Posters) ● Editorial: Social justice, Editorial cartoons, responses to editorial writings etc.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re.7.1 .HSIII	<ul style="list-style-type: none"> ● Analyze how responses to art develop over time based on knowledge of and experience with art and life. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Cn11. 1.HSI	<ul style="list-style-type: none"> Describe how knowledge of culture, traditions, and history may influence personal responses to art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Create innovative compositions by purposely organizing the **Elements of Art** and the **Principles of Design** in my drawings
- Create Informative, Narrative/Sequential and Editorial Illustrations
- Use Adobe Creative Suite to design original works of art.

UNIT 5: PRESENTING

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2. HSIII	<ul style="list-style-type: none"> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Pr.4.1. HSII	<ul style="list-style-type: none"> Analyze, select, and critique personal artwork for a collection or portfolio presentation. 		Content Knowledge	<ul style="list-style-type: none"> All work should be photographed, edited for clarity/publication and uploaded to students' digital portfolio. Class gallery show of best work and/or a publication etc. Create an online gallery on school website Engage in class discussions and critiques of classmates' presentations.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Pr5.1. HSI	<ul style="list-style-type: none"> Analyze and evaluate the reasons and ways 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	an exhibition is presented.	Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr6.1. HSI	<ul style="list-style-type: none"> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re8.1. HSI	<ul style="list-style-type: none"> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Select art for presentation based on the audience, and/or venue space.
- Choose artwork that conveys a personal and/or social message.
- Edit, refine, and prepare artwork using a variety of techniques, methods, and/or technologies for my final presentation.
- Create an online portfolio and/or gallery.
- Engage in the process of art criticism and use vocabulary to interpret the meaning of a collection from a classmate's presentation.
-

Community Relations

Booster Clubs and Parent Organizations

Booster Clubs/Parent Organizations

Parent organizations and booster clubs are invaluable resources to the District's schools. The Board of Education recognizes that parent organizations and extracurricular support groups, or "booster clubs" provide important support to District schools, and can be valuable means of stimulating community interest in the aims and activities of District schools. Support organizations may be defined in two ways:

1. an organization which is created to foster community support and provide resources for a particular sport or activity in the school or school system; or
2. an organization which is created to foster community support and raise funds for the school's general extracurricular program.

While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board welcomes their suggestions and assistance.

Parent organizations and booster clubs are recognized by the Board of Education and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has bylaws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to parents/guardians of students enrolled in the school, district staff, and community members or an agreement not to engage in discrimination based on someone's innate characteristics or membership in a suspect classification.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members.
6. An agreement to maintain and protect its own finances. The group must maintain bank, financial, and tax exempt status separate from the school or District. The organization will provide to the Board annually or upon request a complete set of financial records or detailed treasurer's report.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board of Education's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Parents and other interested community members who wish to organize a parent organization or booster club for the purpose of supporting a specific school program or activity are encouraged to do so as long as the activities of such organizations do not interfere unduly with the total educational program or disrupt District operations in any way. To this end, parent organizations/booster club/support organizations must follow these guidelines:

1. be voluntary;

2. submit an activity schedule in advance to the Superintendent of Schools or his/her designee for prior approval. Any time a booster club uses the name of the District or any language suggesting that the District has endorsed, sponsored or otherwise approved of the club's activities, there must be prior approval by the Superintendent or his/her designee ([building administration](#));
3. seek advance approval for any use of school facilities and/or equipment and such use will comply with all policies and regulations established by the Board (*consider adding such as, but not limited to: Non-discrimination, Title IX, Safe Schools - alcohol and tobacco free schools, etc*);
4. avoid interference with any previously approved student activity;
5. seek approval in advance of all fundraising activities by the Superintendent or building Principal;
6. understand and respect the authority of District employees in the administration of their duties; and
7. assume all financial responsibility for the booster club, including but not limited to the provision of adequate insurance coverage, as appropriate.

If a booster club wishes to make a contribution of money, service time or tangible property such as equipment or supplies, a representative of the organization should first meet with the [building administration](#) Superintendent or his/her designee. The Superintendent or his/her designee must identify the District's terms and conditions of accepting such gifts in concert with the District's policy pertaining to gifts, grants and bequests.

Booster club proposed plans, projects and other activities must be evaluated and promoted in light of their stated contribution to the academic as well as the extracurricular school programs.

Careful consideration should be given to the total value of the contribution to all students, and not just to specific student groups.

The Board retains final responsibility and authority on all activities which have an impact on students, school programs and/or school owned property.

Further, the Board recognizes its responsibility to ensure that equivalent benefits and services are provided to members of both sexes. Therefore, if booster clubs provide benefits, services or tangible property that assist only teams or programs of one gender, the Board shall ensure that teams or programs of the other gender receive equivalent benefits, services or tangible property. If a booster club provides benefits, services or tangible property which are greater than that which the District is capable of providing to the athletes or programs of the other gender, the administration shall take action, within policy parameters, to ensure equivalency for both sexes.

The Board of Education is responsible for providing funding for the safe and effective operation of the interscholastic sports program. There may be occasions when Board funding is unavailable to provide everything requested by a coach. All booster club donations must be approved by the Superintendent of Schools or his/her designee (Board of Education) in advance to ensure equity in all sports. "Necessary" expenditures must be provided by the Board of Education through its approved budget. Items that would be "nice" or "beneficial" to have are viewed as appropriate for booster club financial support. Any booster club purchase or expenditure must receive the approval of the team's head coach and the Athletic Director following the aforementioned approval by the Superintendent of Schools or his/her designee (Board of Education).

The Board reserves the right to revoke approval of any booster group if it is found that the group's operations and purposes are inconsistent with Board policies.

- (cf. [1110.1](#) - Parental Involvement)
- (cf. [1140](#) - Distribution of Materials by Students)
- (cf. [1210](#) - School Community Associations)
- (cf. 1323 - Gifts to Students)
- (cf. [1330](#) - Use of School Facilities)
- (cf. [3280](#) - Gifts, Grants and Bequests)
- (cf. 3281 - School Fund Raising)
- (cf. [3515](#) - Community Use of School Facilities)

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A § 1681.

Policy adopted:

Community Relations

Booster Clubs and Parent Organizations

Booster Clubs/Parent Organizations

Parent organizations and booster clubs are invaluable resources to the District's schools. The Board of Education recognizes that parent organizations and extracurricular support groups, or "booster clubs" provide important support to District schools, and can be valuable means of stimulating community interest in the aims and activities of District schools. Support organizations may be defined in two ways:

1. an organization which is created to foster community support and provide resources for a particular sport or activity in the school or school system; or
2. an organization which is created to foster community support and raise funds for the school's general extracurricular program.

While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board welcomes their suggestions and assistance.

Parent organizations and booster clubs are recognized by the Board of Education and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has bylaws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to parents/guardians of students enrolled in the school, district staff, and community members or an agreement not to engage in discrimination based on someone's innate characteristics or membership in a suspect classification.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members.
6. An agreement to maintain and protect its own finances. The group must maintain bank, financial, and tax exempt status separate from the school or District. The organization will provide to the Board annually or upon request a complete set of financial records or detailed treasurer's report.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board of Education's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Parents and other interested community members who wish to organize a parent organization or booster club for the purpose of supporting a specific school program or activity are encouraged to do so as long as the activities of such organizations do not interfere unduly with the total educational program or disrupt District operations in any way. To this end, parent organizations/booster club/support organizations must follow these guidelines:

1. be voluntary;
2. submit an activity schedule in advance to the Superintendent of Schools or his/her designee for prior approval. Any time a booster club uses the name of the District or any language suggesting that the District has endorsed, sponsored or otherwise approved of the club's activities, there must be prior approval by the Superintendent or his/her designee ([building administration](#));
3. seek advance approval for any use of school facilities and/or equipment and such use will comply with all policies and regulations established by the Board ([such as, but not limited to: Non-discrimination, Title IX, Safe Schools - alcohol and tobacco free schools, etc](#));
4. avoid interference with any previously approved student activity;
5. seek approval in advance of all fundraising activities by the Superintendent or building Principal;
6. understand and respect the authority of District employees in the administration of their duties; and
7. assume all financial responsibility for the booster club, including but not limited to the provision of adequate insurance coverage, as appropriate.

If a booster club wishes to make a contribution of money, service time or tangible property such as equipment or supplies, a representative of the organization should first meet with the [building administration](#) Superintendent or his/her designee. The Superintendent or his/her designee must identify the District's terms and conditions of accepting such gifts in concert with the District's policy pertaining to gifts, grants and bequests.

Booster club proposed plans, projects and other activities must be evaluated and promoted in light of their stated contribution to the academic as well as the extracurricular school programs.

Careful consideration should be given to the total value of the contribution to all students, and not just to specific student groups.

The Board retains final responsibility and authority on all activities which have an impact on students, school programs and/or school owned property.

Further, the Board recognizes its responsibility to ensure that equivalent benefits and services are provided to members of both sexes. Therefore, if booster clubs provide benefits, services or tangible property that assist only teams or programs of one gender, the Board shall ensure that teams or programs of the other gender receive equivalent benefits, services or tangible property. If a booster club provides benefits, services or tangible property which are greater than that which the District is capable of providing to the athletes or programs of the other gender, the administration shall take action, within policy parameters, to ensure equivalency for both sexes.

The Board of Education is responsible for providing funding for the safe and effective operation of the interscholastic sports program. There may be occasions when Board funding is unavailable to provide everything requested by a coach. All booster club donations must be approved by the Superintendent of Schools or his/her designee (Board of Education) in advance to ensure equity in all sports. "Necessary" expenditures must be provided by the Board of Education through its approved budget. Items that would be "nice" or "beneficial" to have are viewed as appropriate for booster club financial support. Any booster club purchase or expenditure must receive the approval of the team's head coach and the Athletic Director following the aforementioned approval by the Superintendent of Schools or his/her designee (Board of Education).

The Board reserves the right to revoke approval of any booster group if it is found that the group's operations and purposes are inconsistent with Board policies.

(cf. [1110.1](#) - Parental Involvement)

(cf. [1140](#) - Distribution of Materials by Students)

(cf. [1210](#) - School Community Associations)

(cf. 1323 - Gifts to Students)

(cf. [1330](#) - Use of School Facilities)

(cf. [3280](#) - Gifts, Grants and Bequests)

(cf. 3281 - School Fund Raising)

(cf. [3515](#) - Community Use of School Facilities)

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A § 1681.

Policy adopted: